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ABSTRACT

This document is part 2 of the workbook for kindergarten pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Eighty-one performance objectives are included in this part of the kindergarten workbook, designed to develop number concepts, symbol recognition and writing skills, measurement ideas, counting skills, addition skills, and fraction ideas. (MNS)

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CIMS

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COMPREHENSIVE INSTRUCTIONAL MANAGEMENT SYSTEM

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A Cyclical Mathematics Curriculum

Workbook Part 2

NEW YORK CITY BOARD OF EDUCATION
OFFICE OF CURRICULUM DEVELOPMENT AND SUPPORT
DIVISION OF CURRICULUM & INSTRUCTION

03-200K-10

SE 045 504

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FOREWORD

The Comprehensive Instructional Management System (CIMS) is a unified mathematics curriculum for grades K-7. The curriculum is cyclical in design, and reflects the most recent New York City and New York State guidelines.

Utilizing the experience of our system's teachers, we have developed a teacher-designed curriculum that includes a rich selection of classroom-tested successful mathematics activities. The major goal of the CIMS mathematics project is to provide the classroom teacher with a well-structured, objective-based curriculum. All objectives are supported by a variety of strategies. Student mastery of these objectives is readily diagnosed through the system's testing component.

The curriculum format is structured to allow the teacher to determine the ability level of the students in the topic under study, and to permit the students to move forward at their individual rates. Each module of instruction provides the teacher with a set of related performance objectives. These objectives are supported by activities which probe and develop the students' readiness to undertake new skills and concepts. Further reinforcement is given to mastery of the objectives through accompanying student workbooks.

It is hoped that this curriculum will not only assist teachers in developing vital mathematics instruction, but will serve to expand and enrich students' mathematics skills.

Charlotte Frank

Charlotte Frank,
Executive Director
Division of Curriculum and Instruction

ACKNOWLEDGMENTS - 1984

The Comprehensive Instructional Management System (CIMS) was developed as a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director. Dr. Peter Negroni, Community School Superintendent CSD 12; Dr. Harvey Garner, Community School Superintendent CSD 18; Carlos Edwards, Community School Superintendent CSD 23, and Joseph Pacheco, Community School Superintendent CSD 32 supervised the overall development of the CIMS program within their respective districts.

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Overall supervision of curriculum in addressing those students with special needs was coordinated by Edward M. Sermier, Chief Administrator, Division of Special Education.

Gloria Cole, Director of Office of Program Development; Lorelle Lawson, Administrator, Curriculum Development Unit of the Office of Program Development and Geraldine Silver and Susan Wieder, Special Education Coordinators provided guidance and support in addressing these special needs.

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The principal writers responsible for planning the scope, sequence and engaging in the necessary research in revising of the modules were:

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Martha Hilinski-Pepe	P.S. 327K
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To The Teacher:

The activities in the CIMS student workbook are designed to provide the pupils with practice in mastering the curriculum's performance objectives and follows the sequence of the CIMS teacher's manual. Each workbook activity page lists the corresponding performance objective number in the upper left hand corner. The activity page numbers are identical to those found in the CIMS teacher's manual.

To The Student:

This mathematics workbook will help you to practice many of the new ideas your teachers have presented. Each worksheet has examples of the material you have studied in your daily mathematics lesson. As you proceed through this workbook, you will notice that you have learned many skills and will be ready to move on to more difficult ones.

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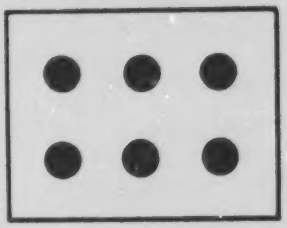
P.O. 0.01.11.01

NAME:_____ CLASS:_____

Draw a line from the dot card to the numeral.



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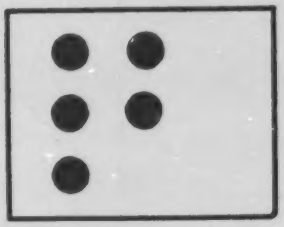

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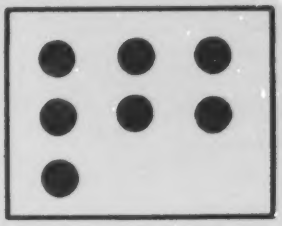

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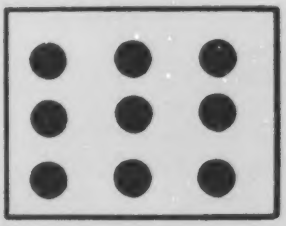

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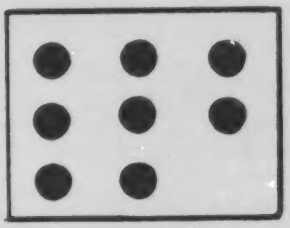


9

P.O. 0.01.11.01

NAME: _____ CLASS: _____

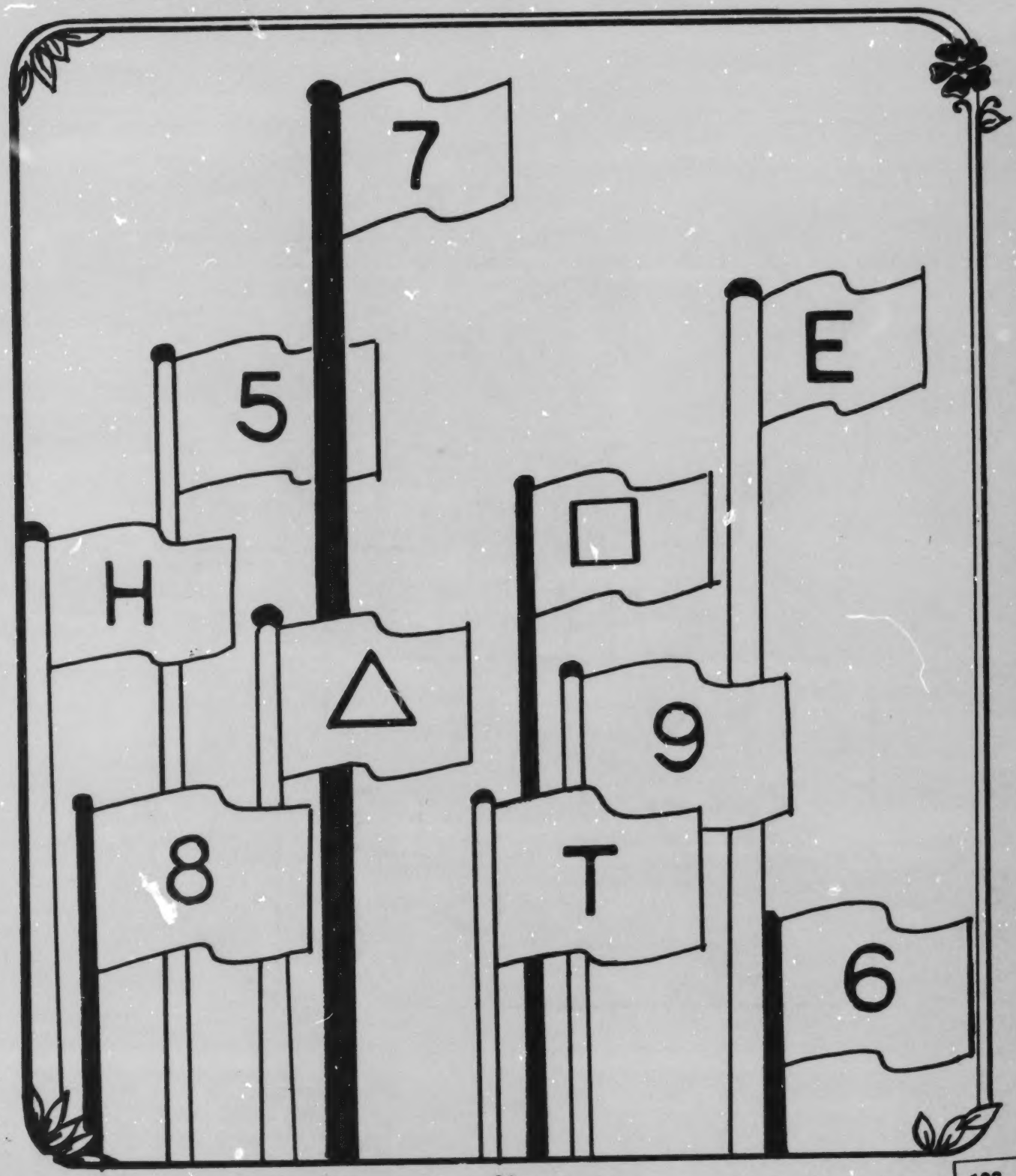
Color the correct number of objects for each numeral.

8	5	9	7
○○○○○○○○	△△△△△		

P.O. 0.01.11.02

NAME: _____ CLASS: _____

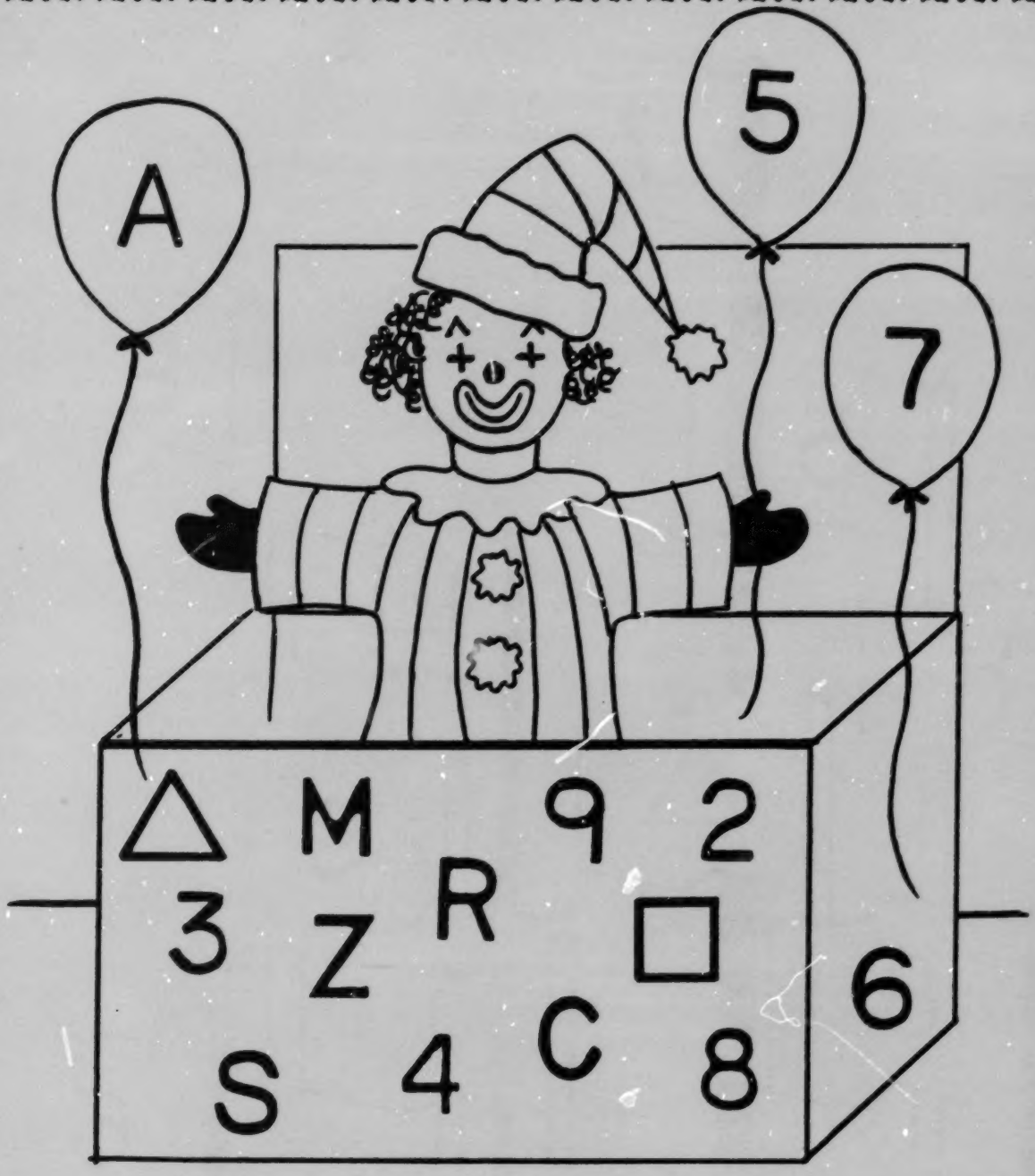
Find the numerals.
Color the flags which have numerals.



P.O. 0.01.11.02

NAME: _____ CLASS: _____

Draw a circle around each numeral.



P.O. 0.01.11.03

NAME: _____ CLASS: _____

Trace the dotted numerals.

5 5 5

6 6 6

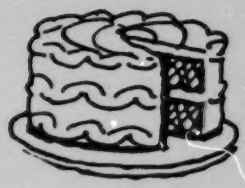
7 7 7

8 8 8

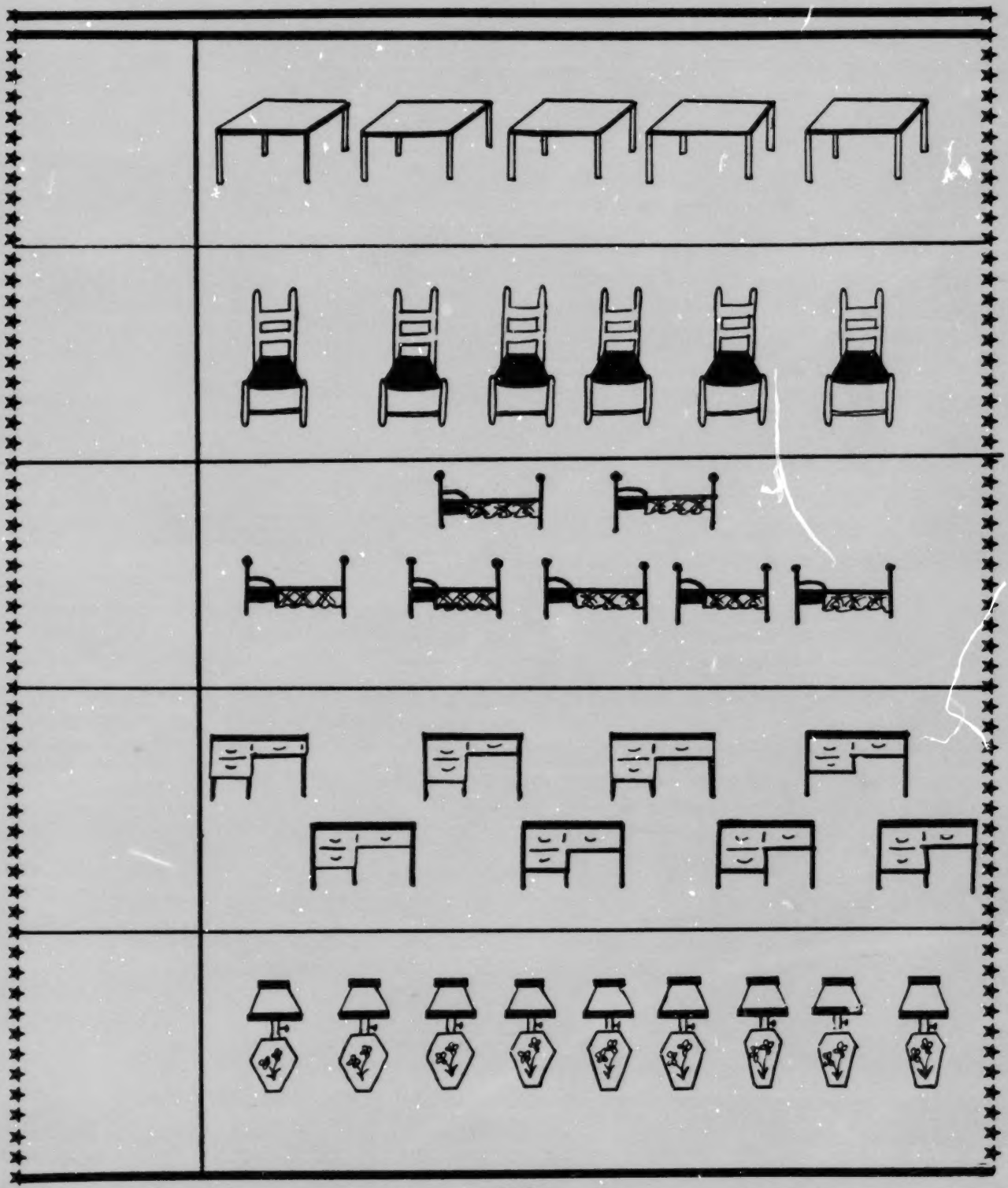
9 9 9

P.O. 0.01.11.04

NAME: _____ CLASS: _____

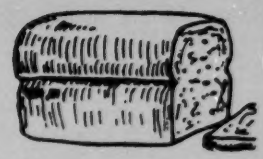


Write the numeral which shows how many. Color each group.

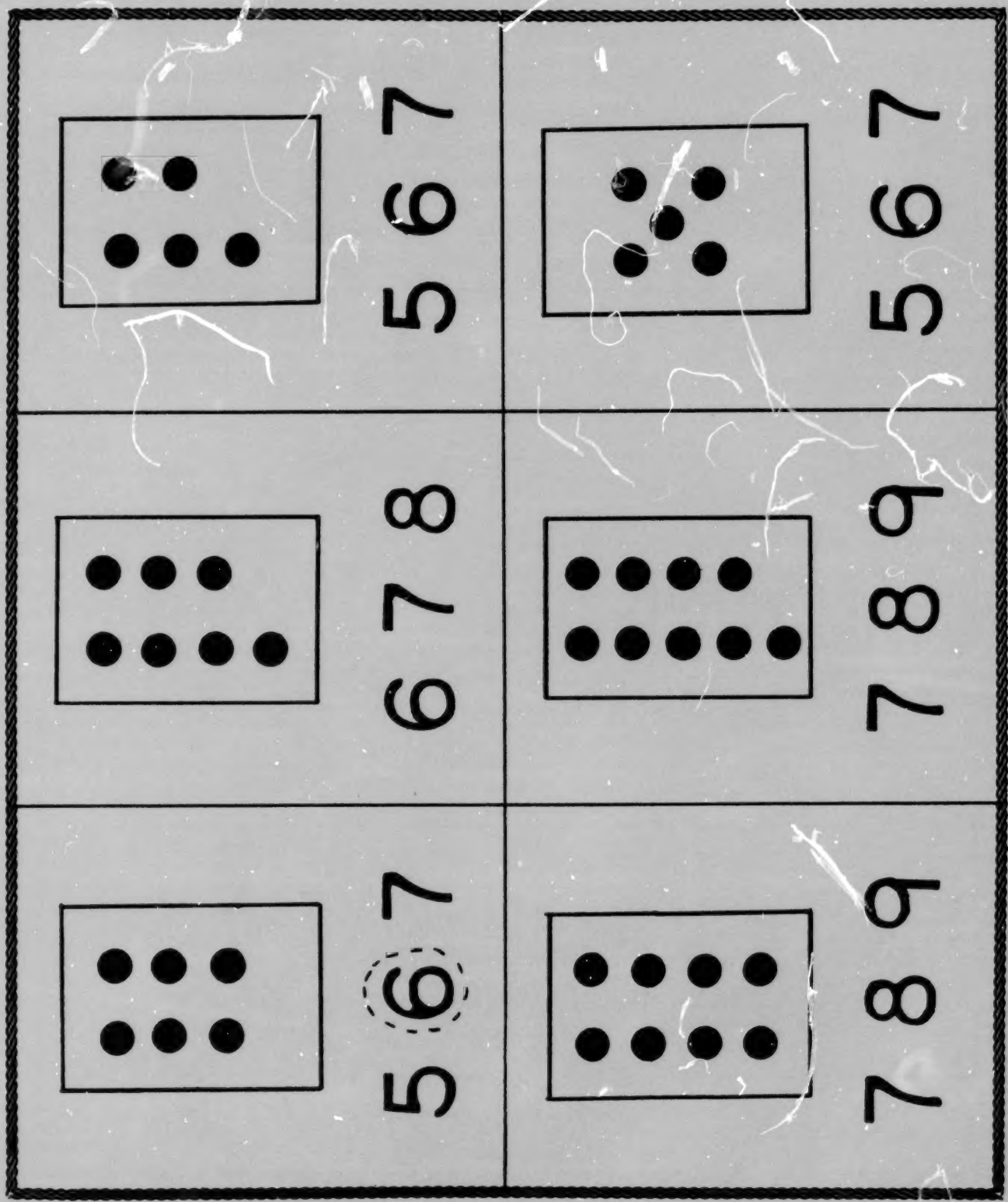


P.O. 0.01.11.04

NAME: _____ CLASS: _____



Circle the numeral which shows how many dots are on each card.

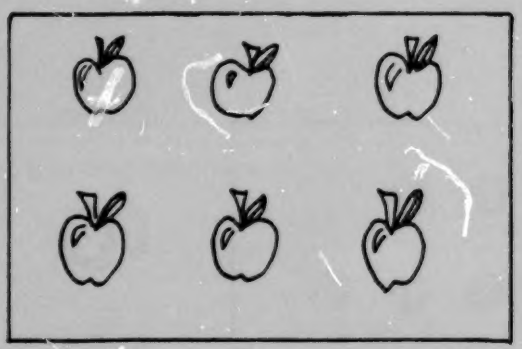


P.O. 0.01.11.04

NAME: _____ CLASS: _____

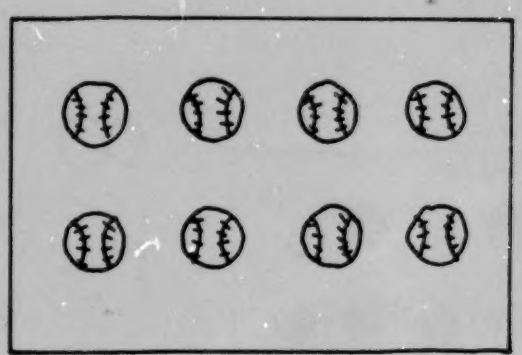
Circle the numeral that shows how many objects are in each group.

7 8 9

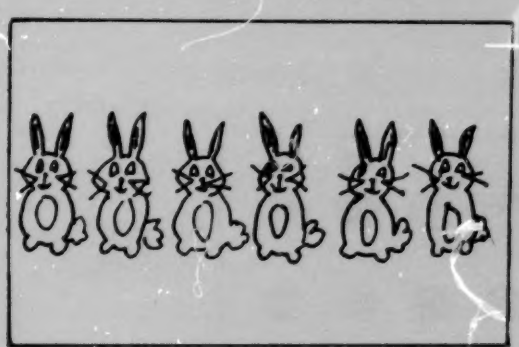


5 6 7

6 7 8



7 8 9



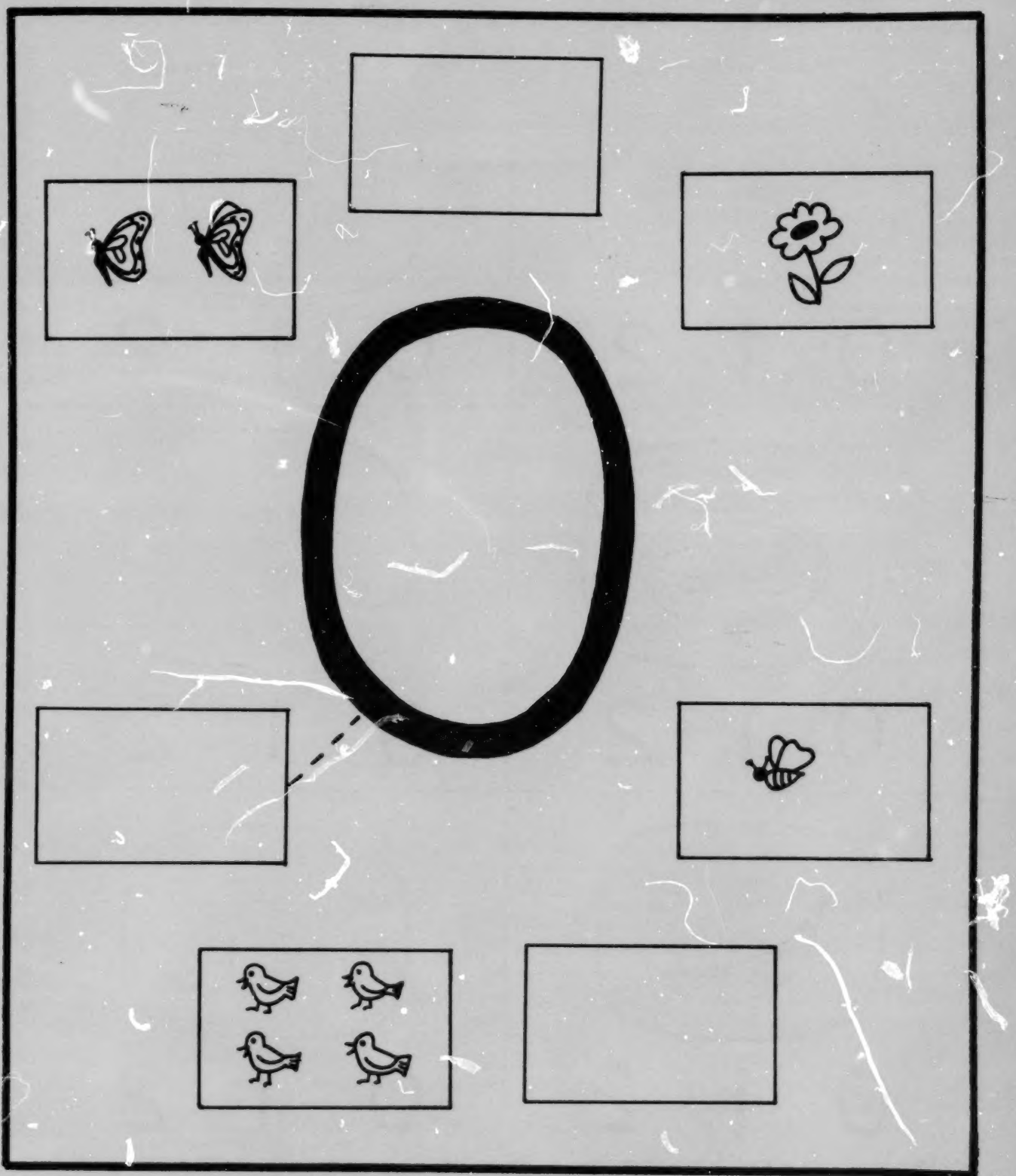
5 6 7

6 7 8

P.O. 0.01.12.01

NAME: _____ CLASS: _____

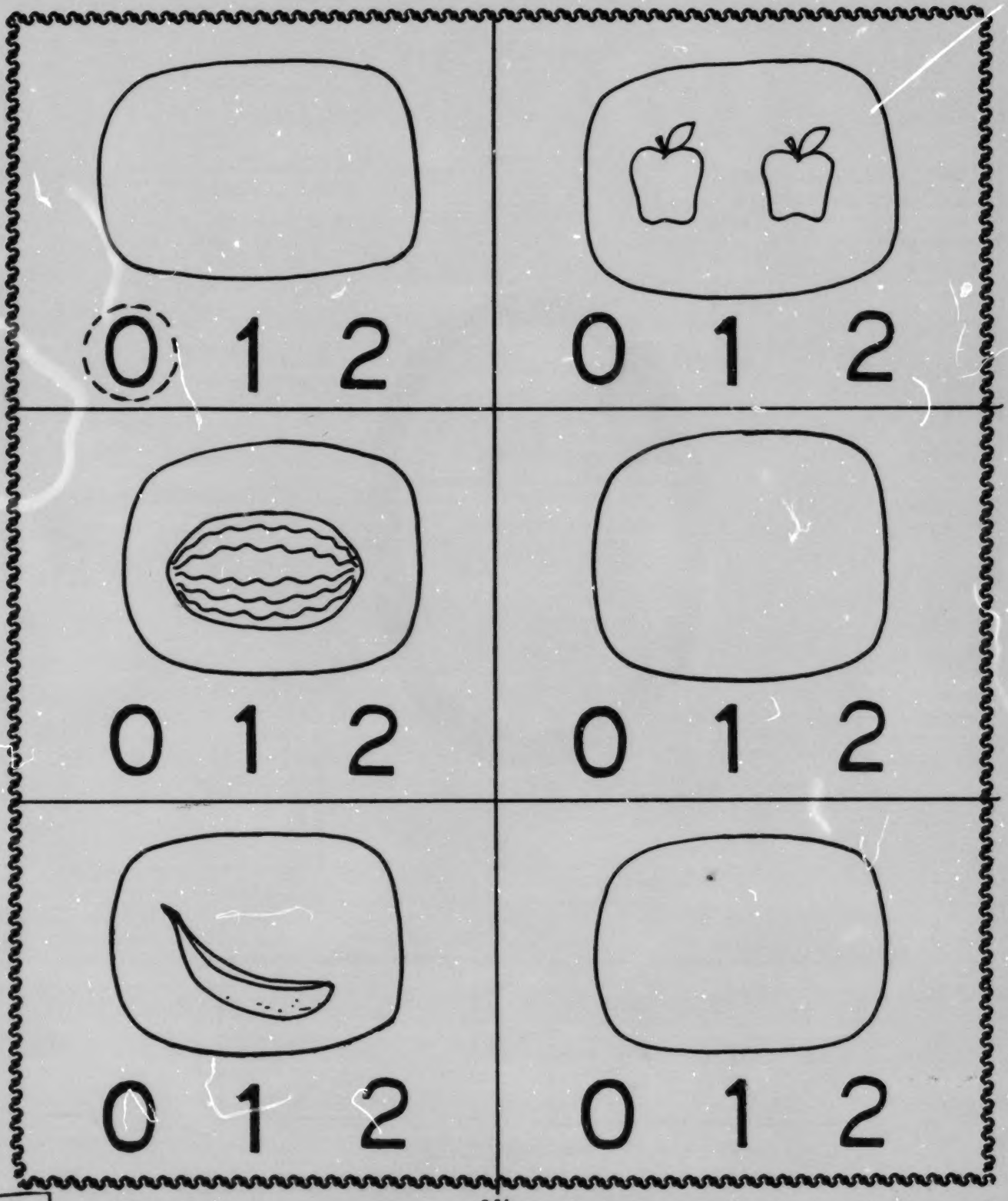
Trace the zero with your finger.
Draw a line to match the zero with each empty group.



P.O. 0.01.12.01

NAME:_____ CLASS:_____

Count the pieces of fruit in each group. Circle the numeral.

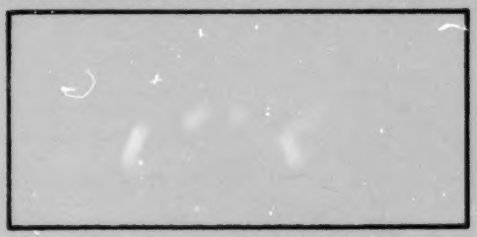


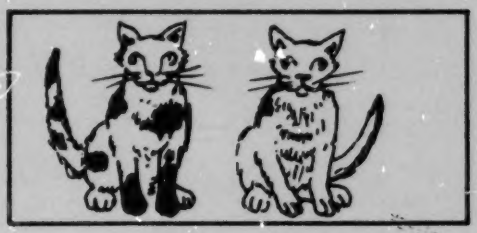
170

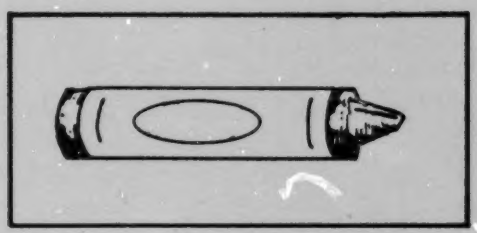
P.O. 0.01.12.02

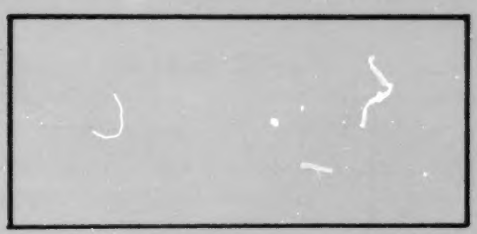
NAME: _____ CLASS: _____

Draw a line to connect each picture with the numeral that tells how many objects are in the picture.









1

0

2

0

3

0

P.O. 0.01.12.02

NAME:_____ CLASS:_____

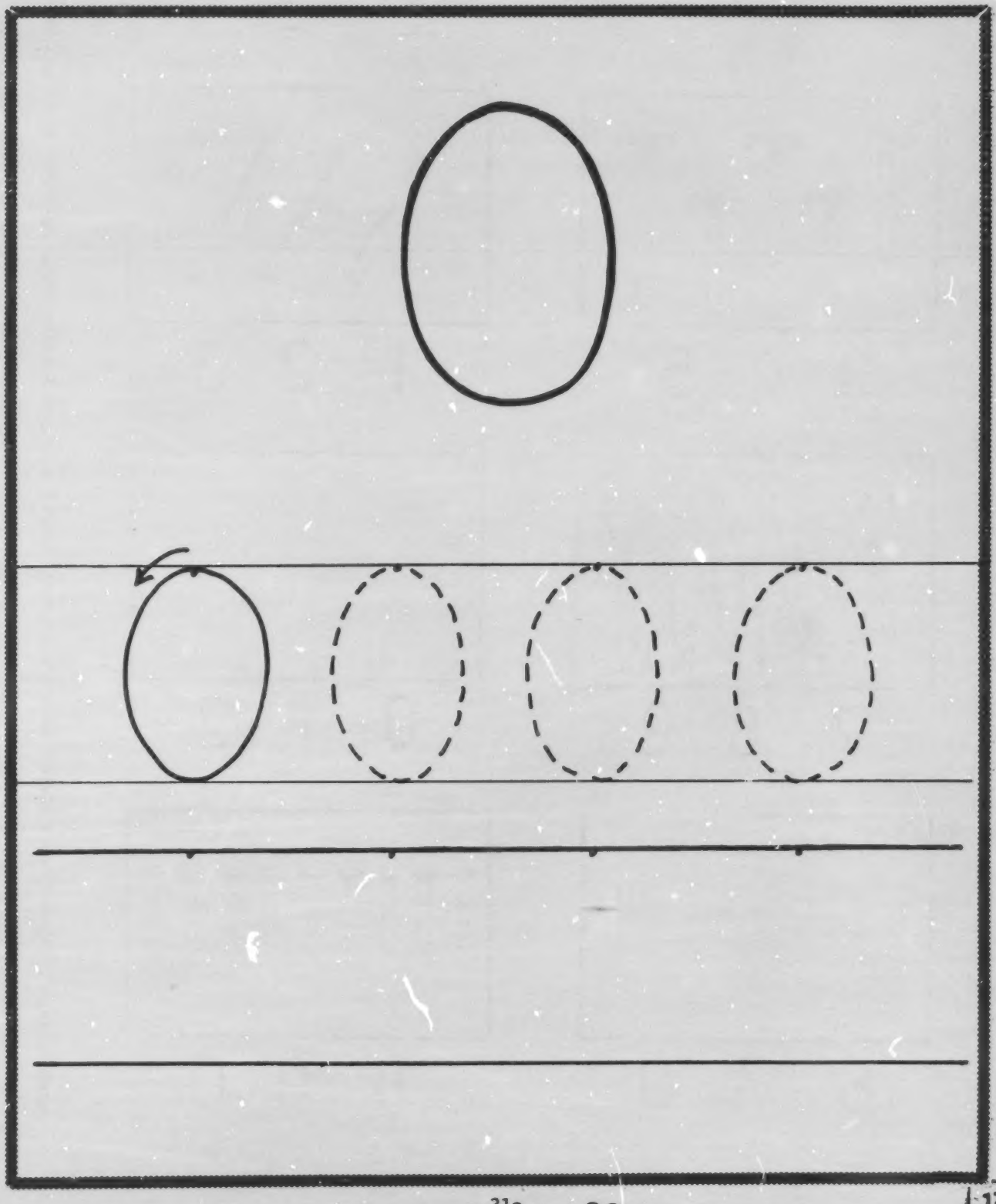
Color the zeros in each row.

0	7	0
10	0	61
50	30	0
0	20	0
0	0	4

P.O. 0.01.12.03

NAME: _____ CLASS: _____

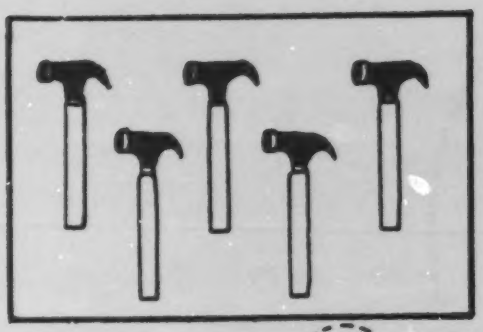
Trace the 0's.
Write the 0's.



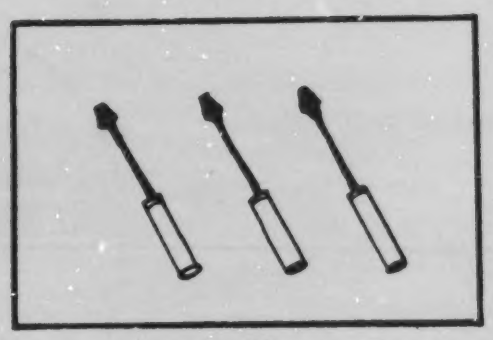
P.O. 0.01.12.04

NAME: _____ CLASS: _____

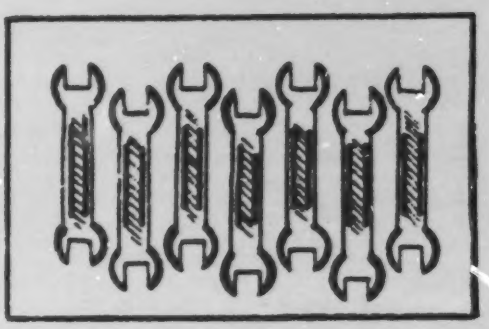
Count the objects in each set.
Circle the numeral.



3 4 5



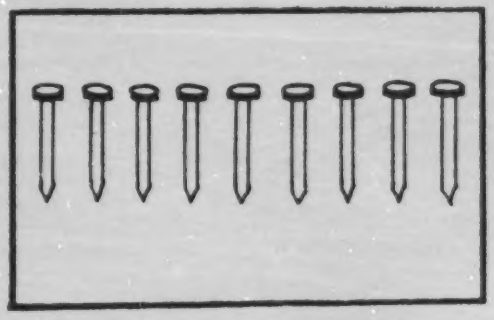
1 2 3



7 8 9

0 1 2

6 7 0

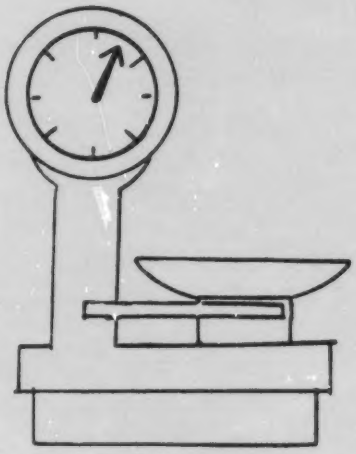


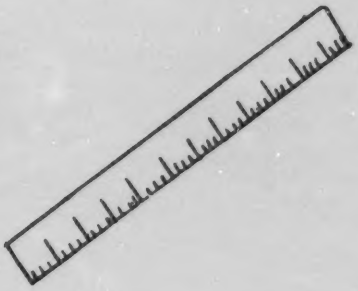
8 9 0

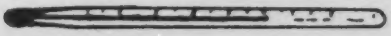
P.O. 0.10.09.01 -.03

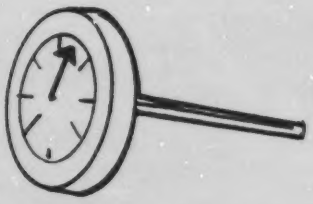
NAME:_____ CLASS:_____

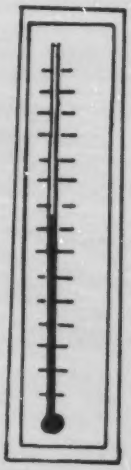
Use red to color the instruments that measure length.
Use green to color the instruments that measure weight.
Use yellow to color the instruments that measure temperature.

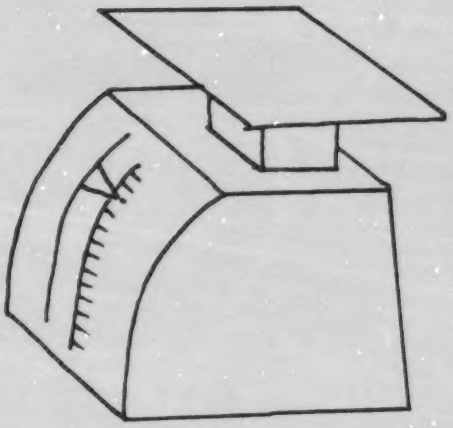










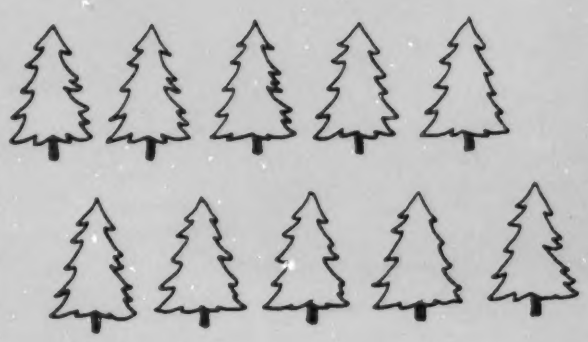


P.O. 0.01.13.01

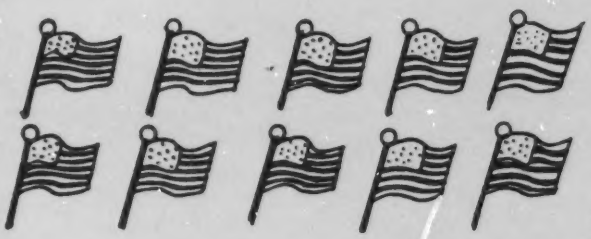
NAME:_____ CLASS:_____

Draw a ring around the numeral which tells the number of objects in each box.

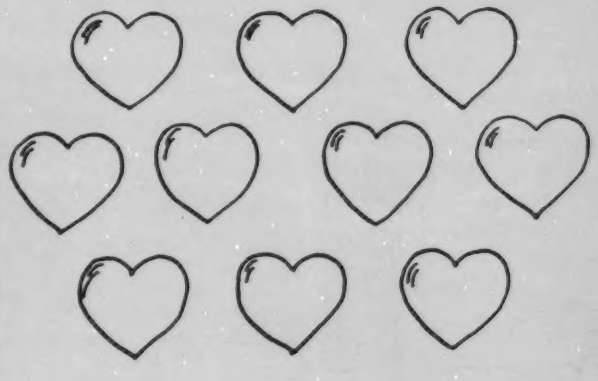
8 9 10



4 10 6



10 7 8

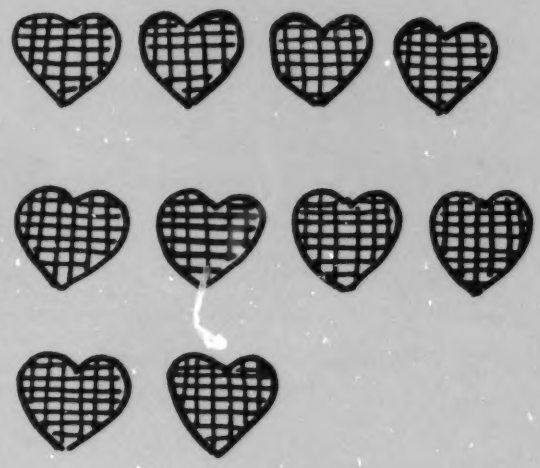


1 3 10

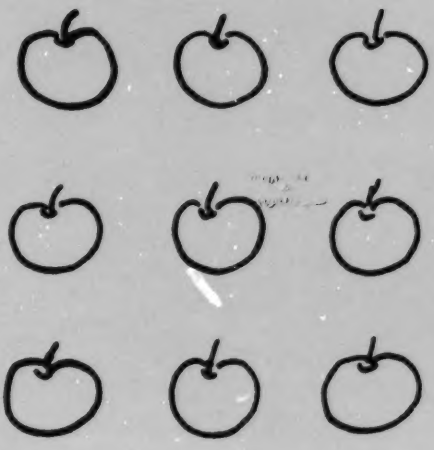
P.O. 0.01.13.01

NAME: _____ CLASS: _____

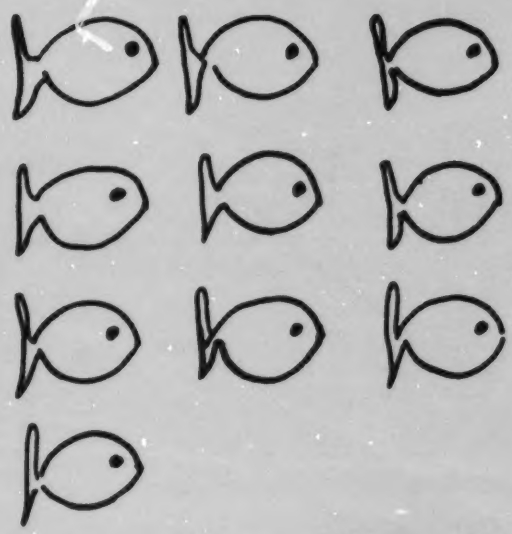
Draw a circle around the correct numeral.



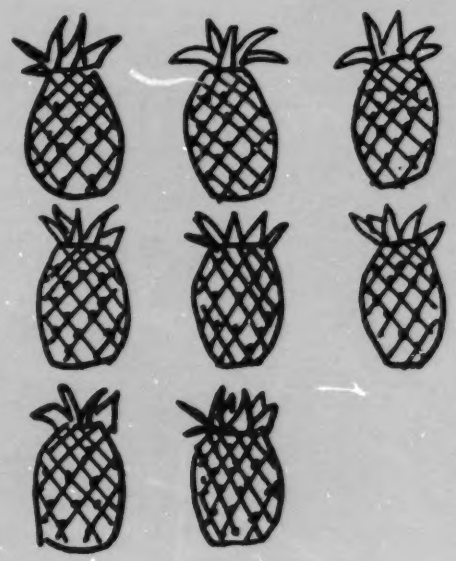
8 9 (10)



8 9 10



8 9 10

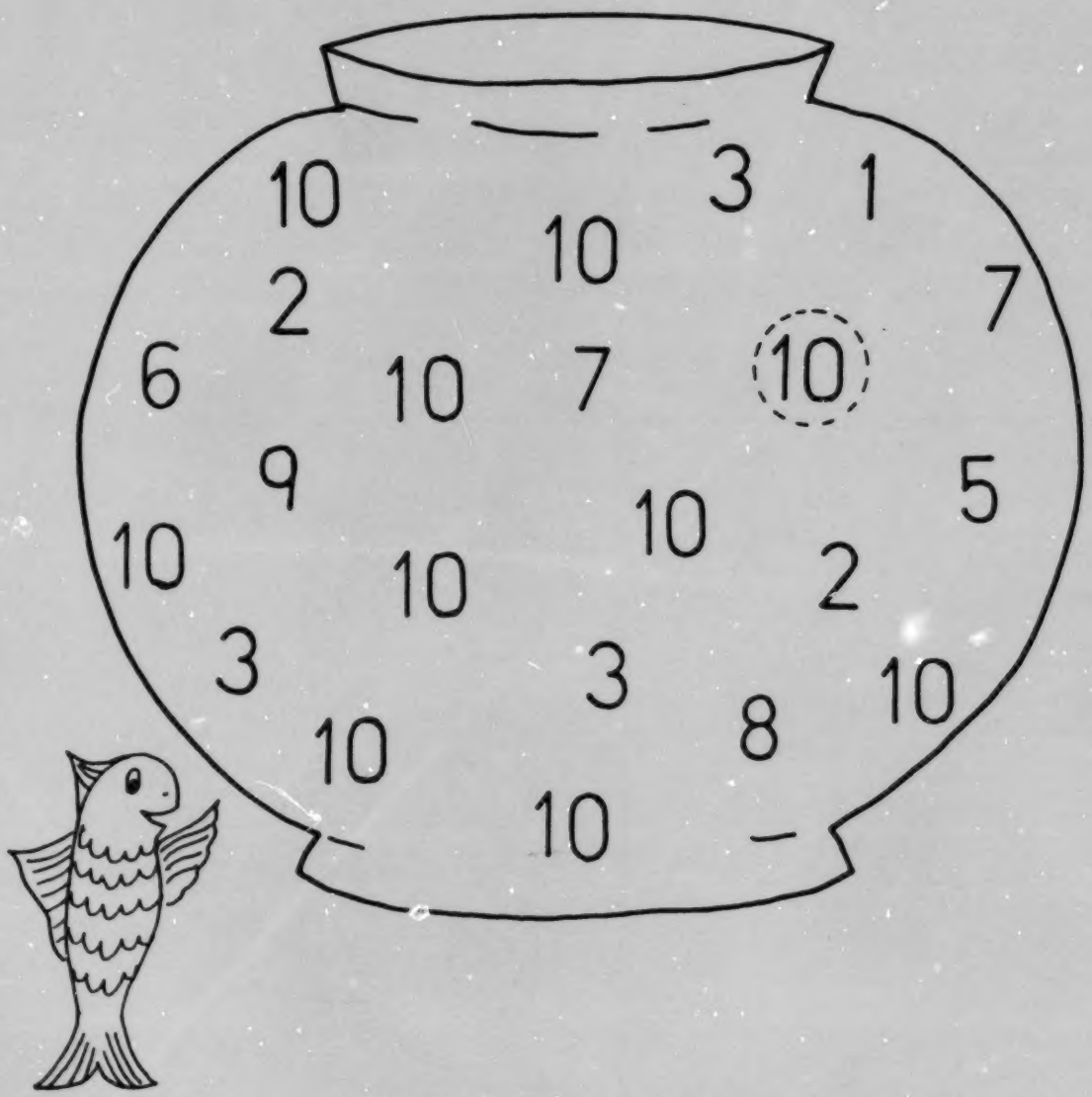


8 9 10

P.O. 0.01.13.02

NAME:_____ CLASS:_____

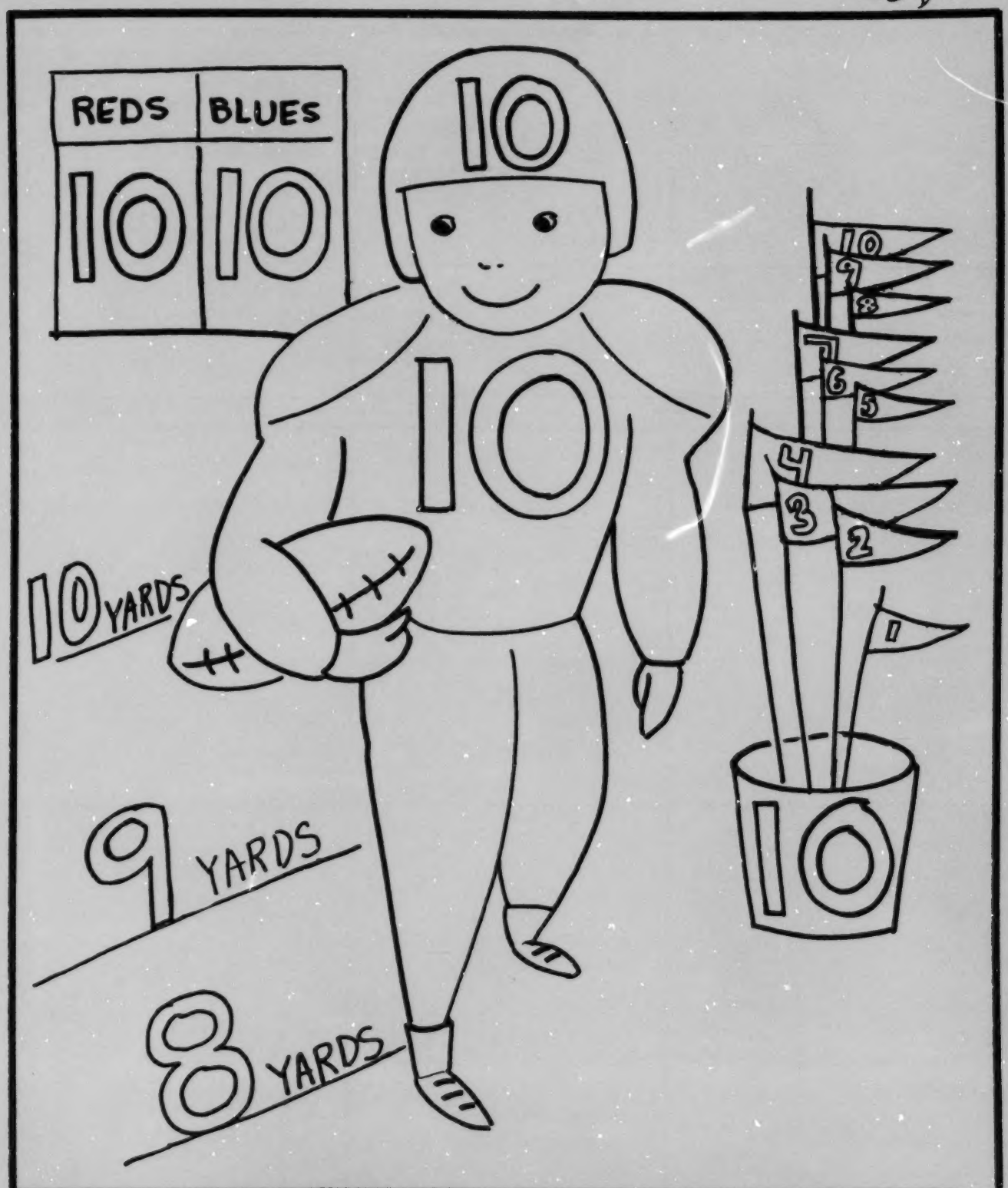
Circle the 10's.



P.O. 0.01.13.02

NAME: _____ CLASS: _____

Find and color all the 10's.



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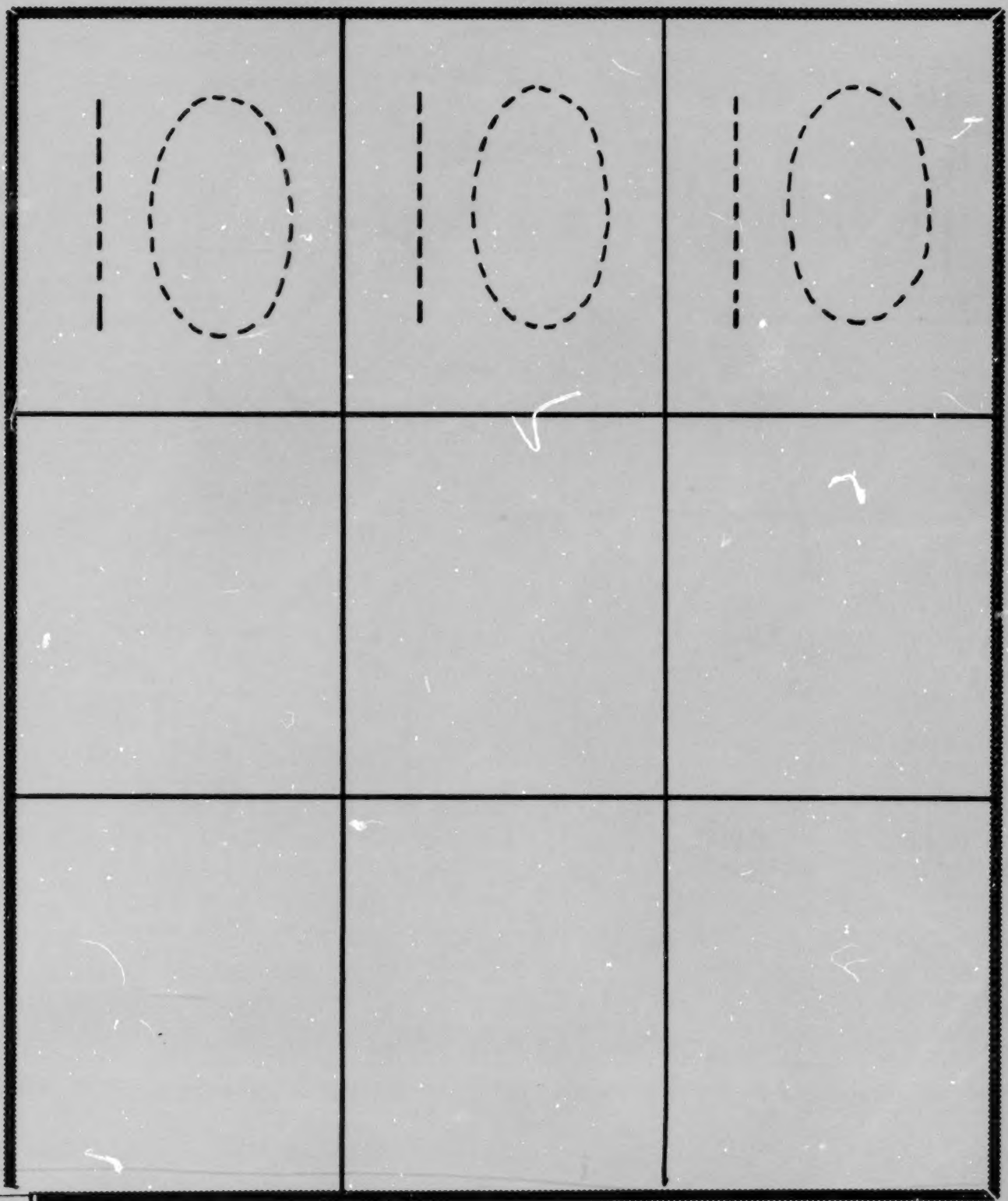
P.O. 0.01.13.03

NAME:_____ CLASS:_____

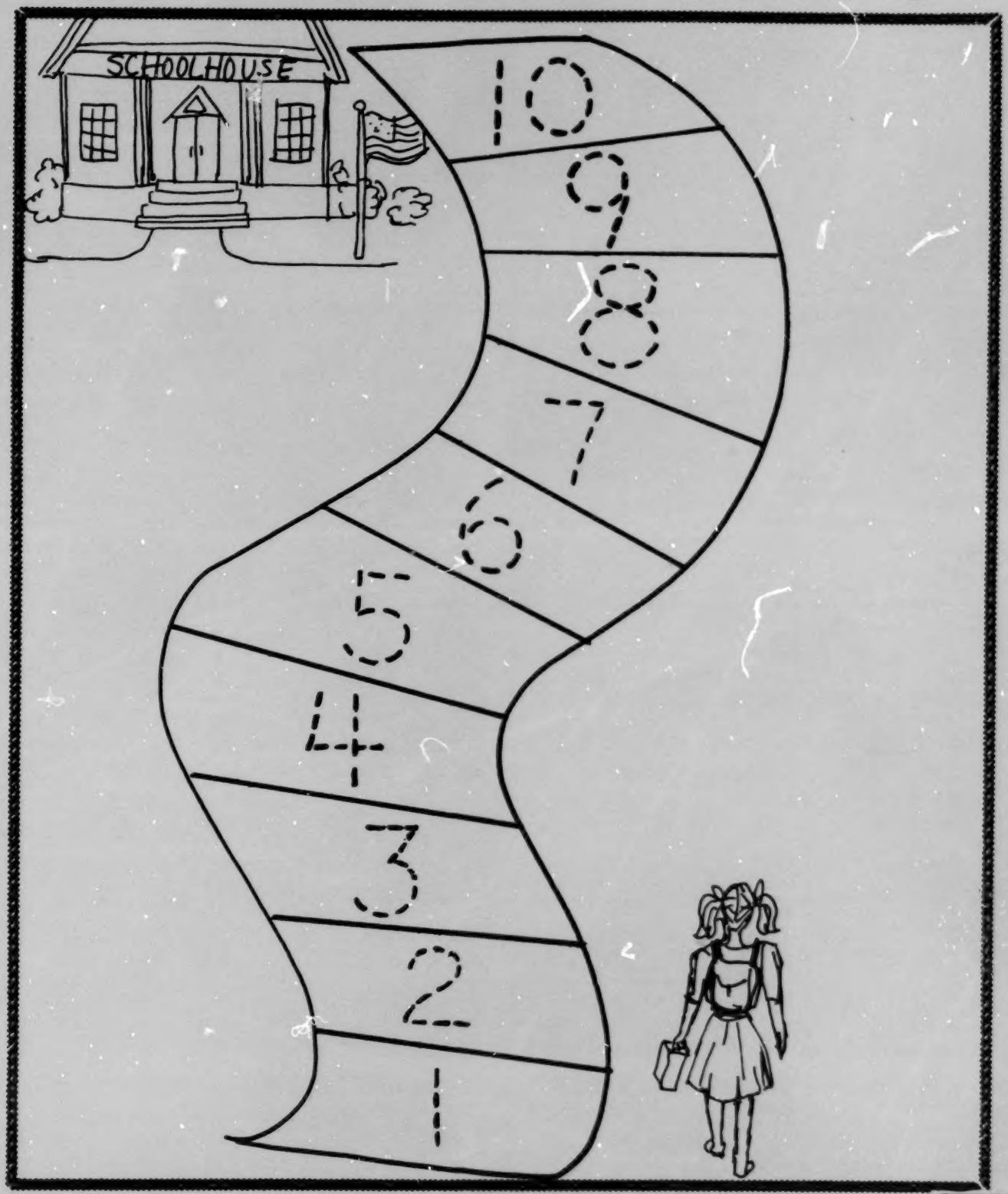
Trace the numeral 10 and write the numeral 10 in the other boxes.



P.O. 0.01.13.04

NAME: _____ CLASS: _____

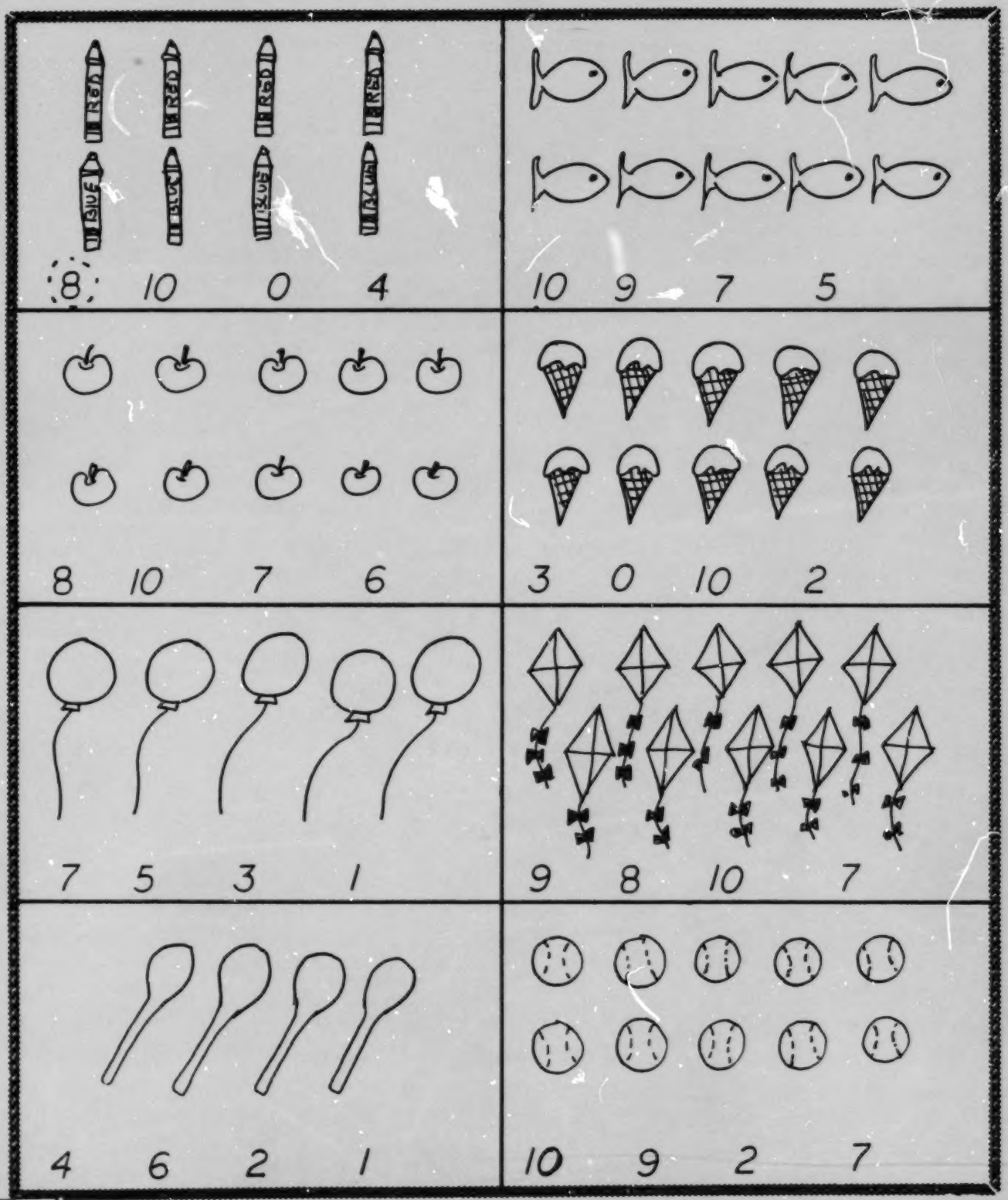
Write the numerals 1 to 10.
Say the numerals and help Jane get to school on time.



P.O. 0.01.13.05

NAME: _____ CLASS: _____

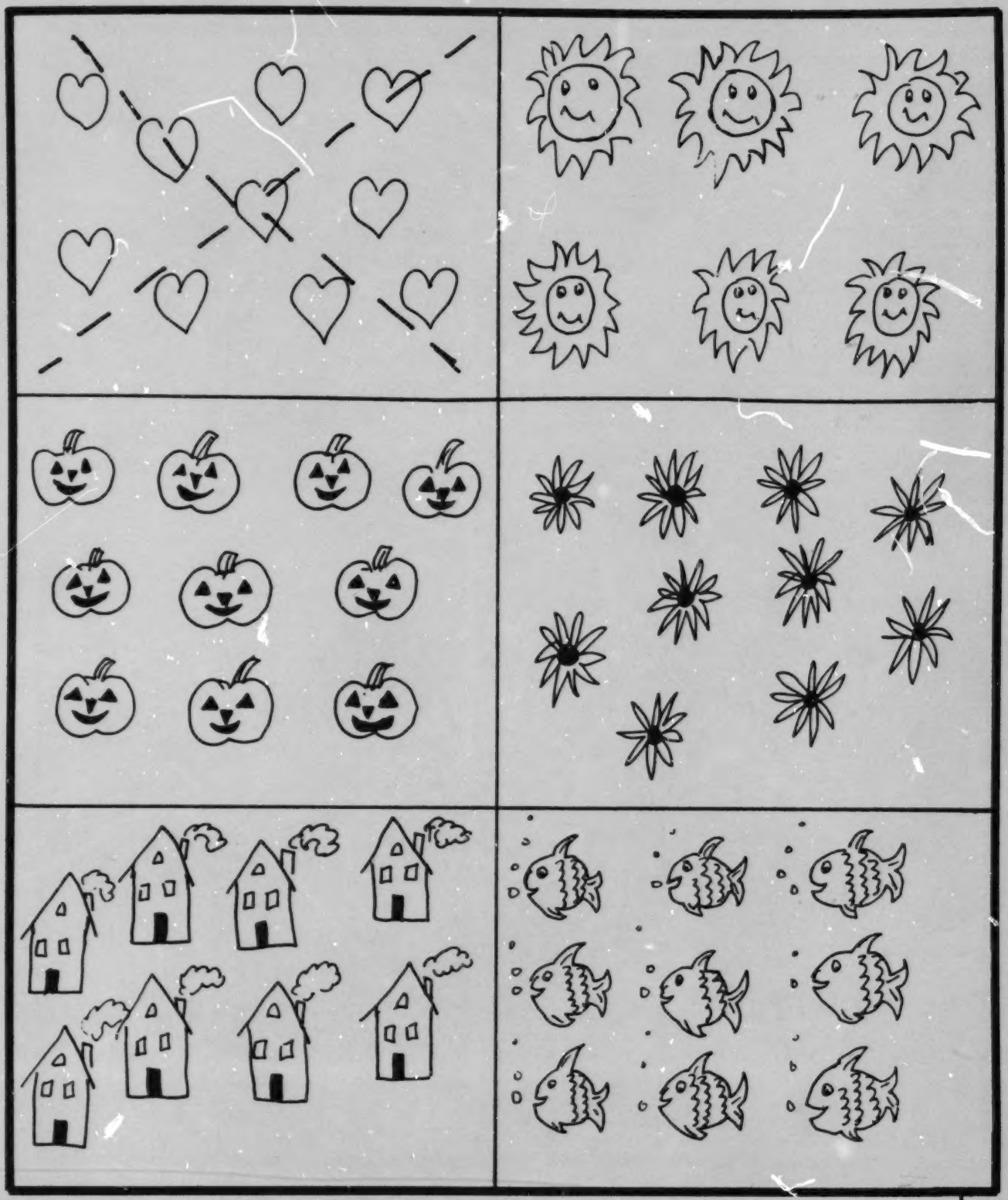
Circle the numeral which tells the number of objects in each group.



P.O. 0.01.13.05

NAME: _____ CLASS: _____

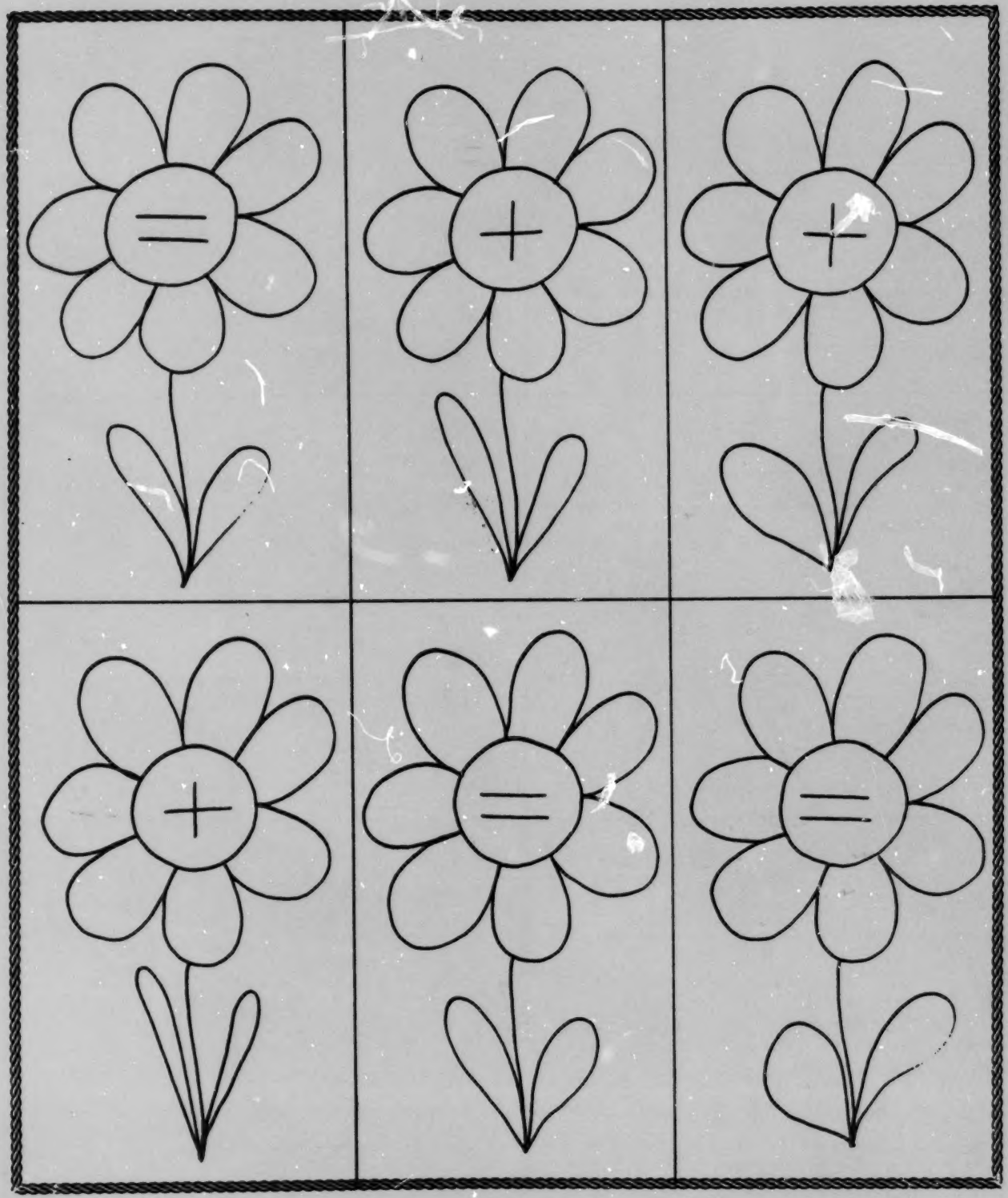
Draw an X in each box that has ten objects.



P.O. 0.02.03.01 - .02

NAME: _____ CLASS: _____

Color each flower with a plus (+) symbol red and the flowers with an equal (=) symbol purple.



P.O. 0.02.03.03

NAME: _____ CLASS: _____

Cut along the dotted lines. Arrange the symbols, numerals and pictures to show how many objects there are altogether.

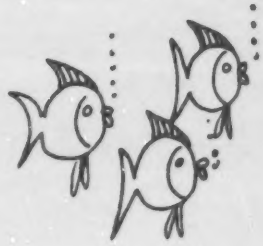
+ =

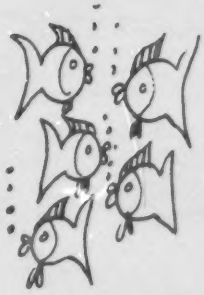
1 2 3 4

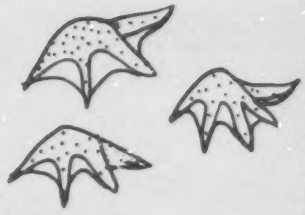
P.O. 0.02.03.03

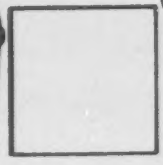
NAME:_____ CLASS:_____

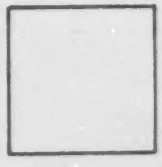
Write a plus symbol in each circle and an equal symbol in each box to complete the number sentences.







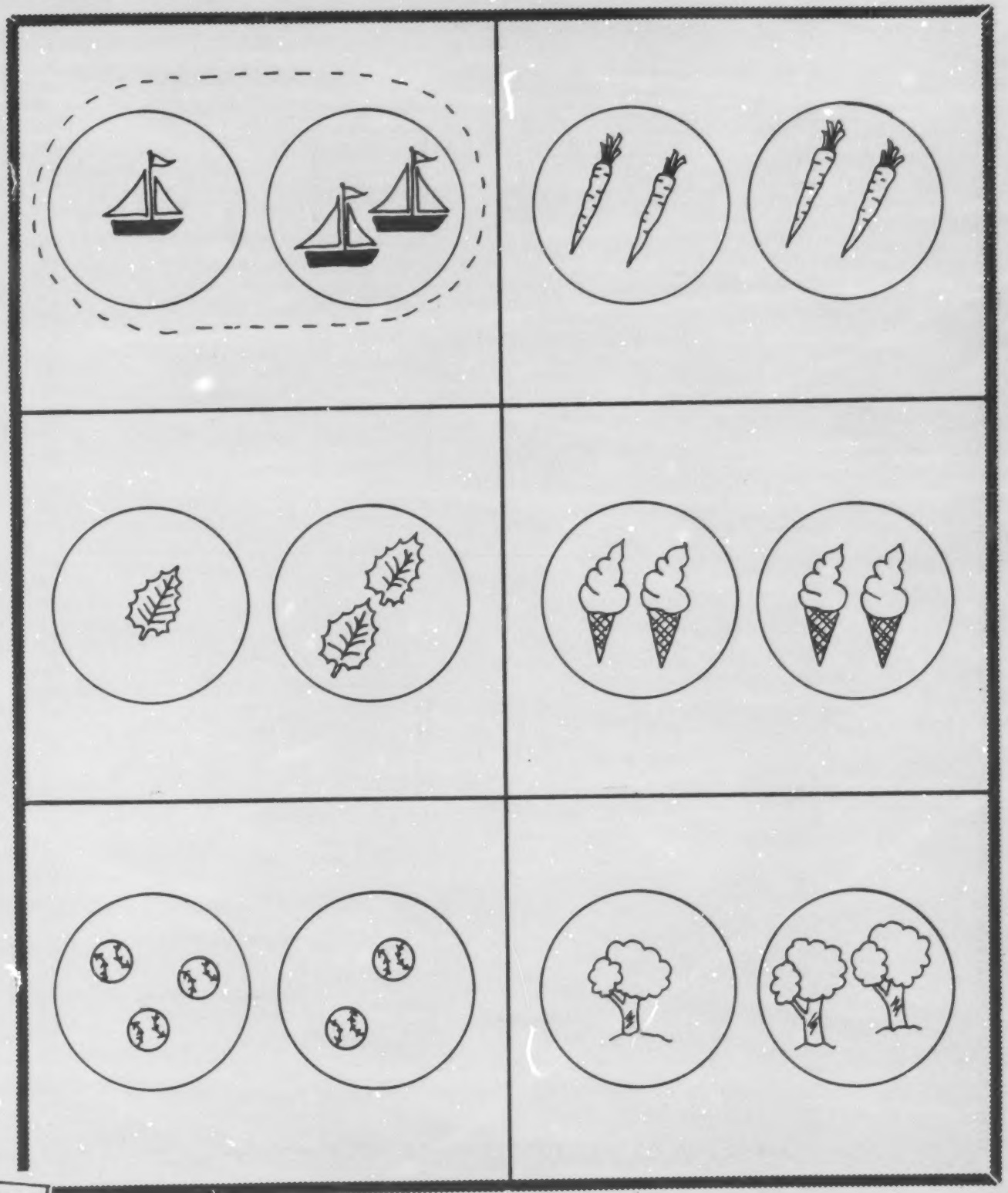




P.O. 0.02.04.01

NAME: _____ CLASS: _____

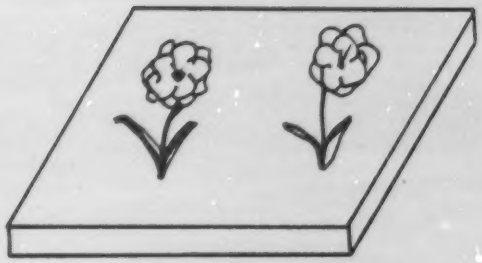
Tell each number story.
NOTE TO TEACHER: Make sure students begin with the addend on the left.

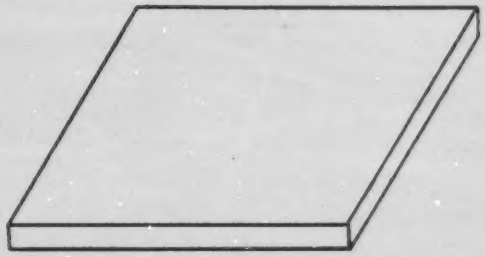


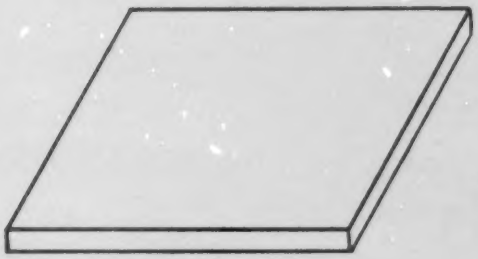
P.O. 0.02.04.02

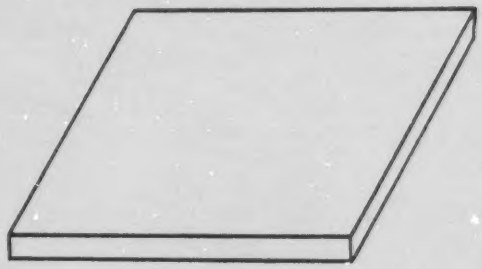
NAME: _____ CLASS: _____

Draw two plants in each garden. Tell the number stories.









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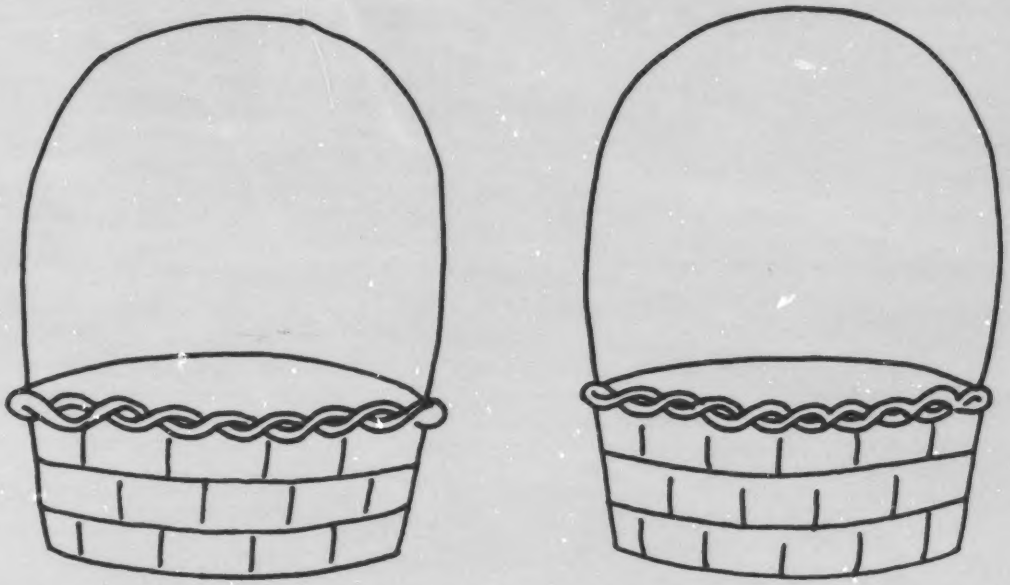
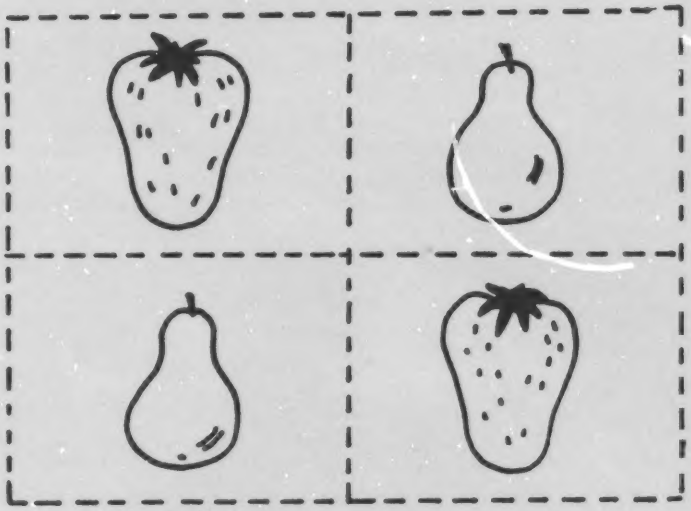
P.O. 0.02.04.02

NAME: _____ CLASS: _____

Cut out the fruit. Paste two pieces of fruit in each basket.
Color the fruit. Tell the number story.

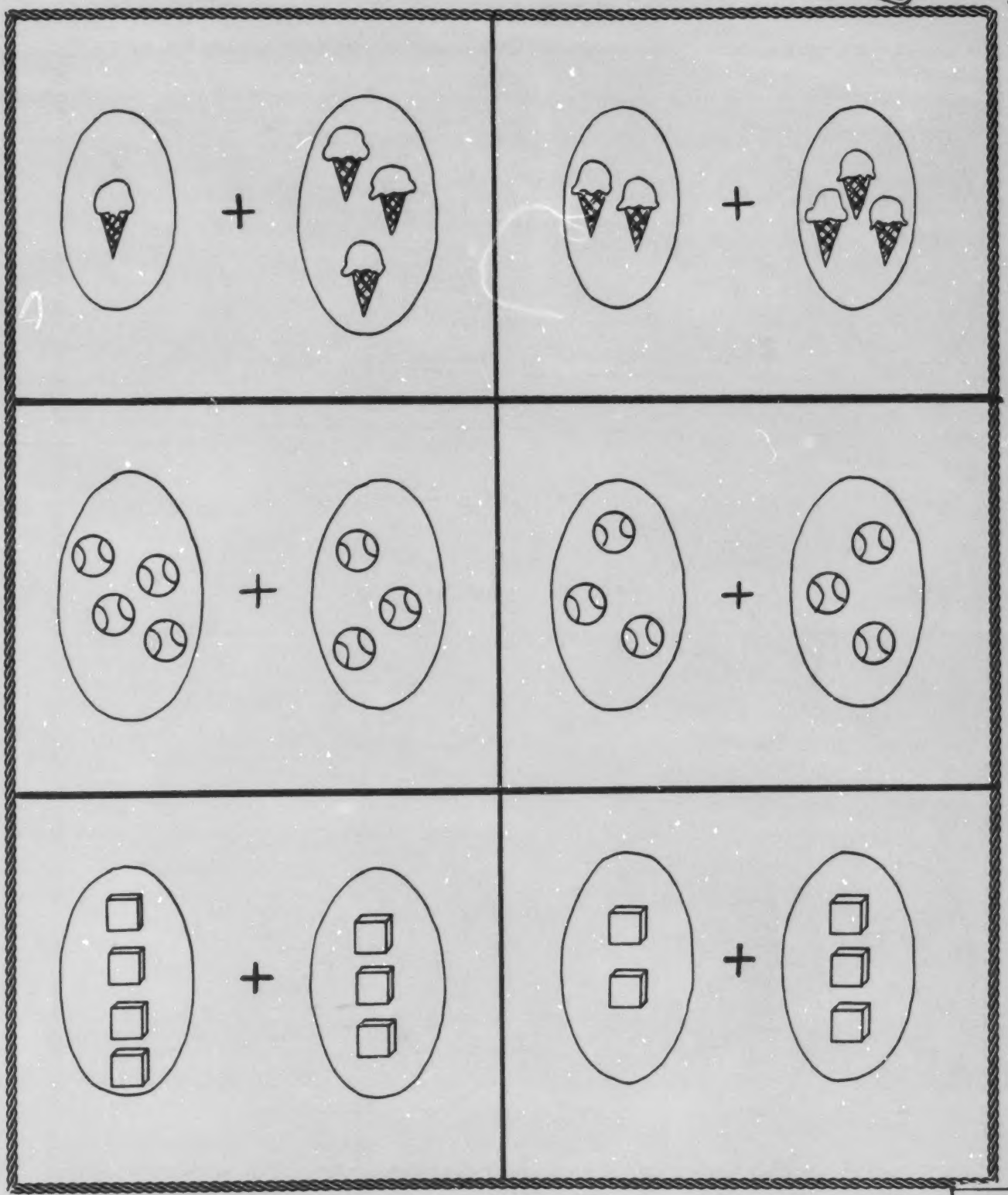




P.O. 0.02.05.01

NAME:_____ CLASS:_____

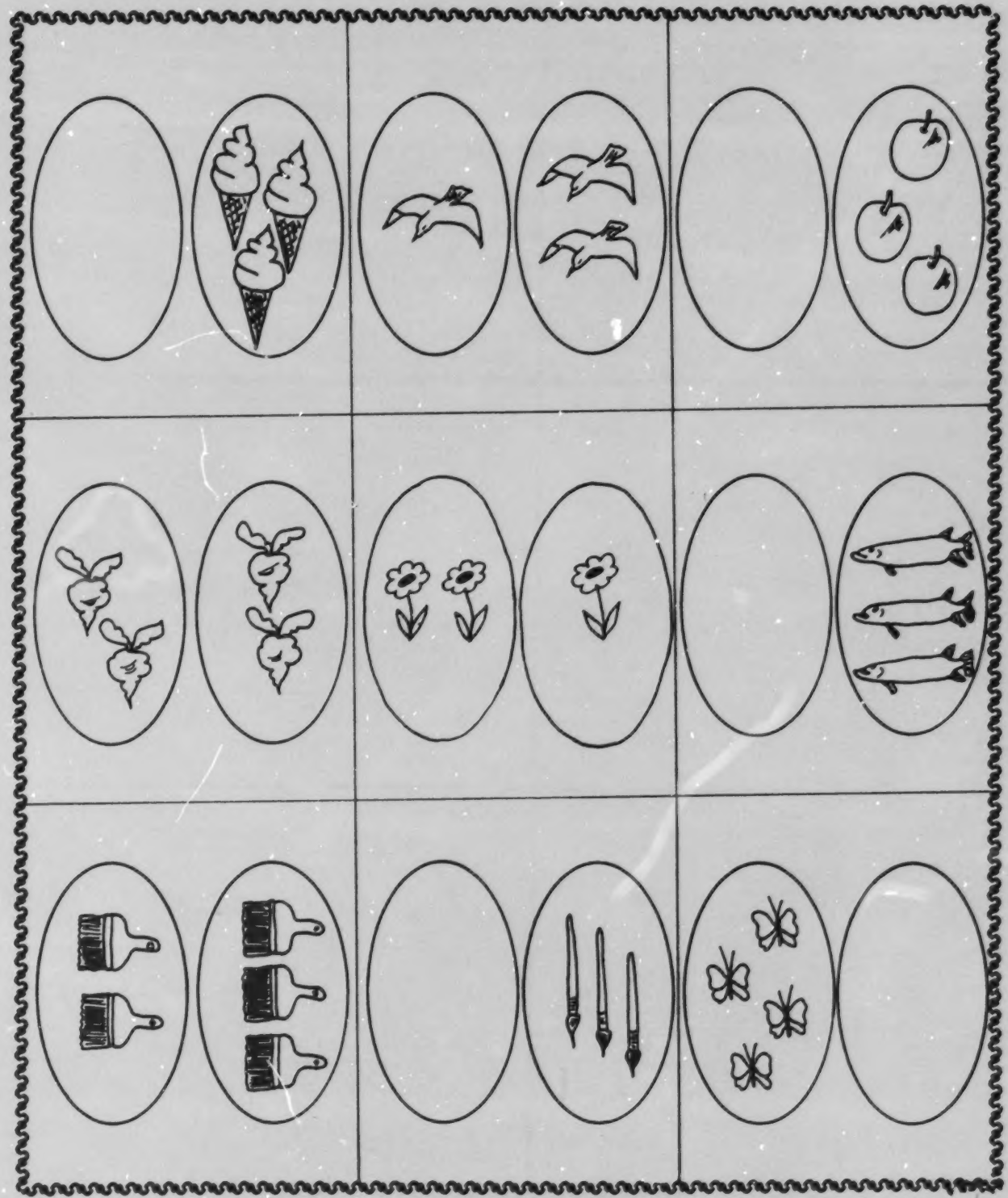
Tell a story about each picture.



P.O. 0.02.05.02

NAME: _____ CLASS: _____

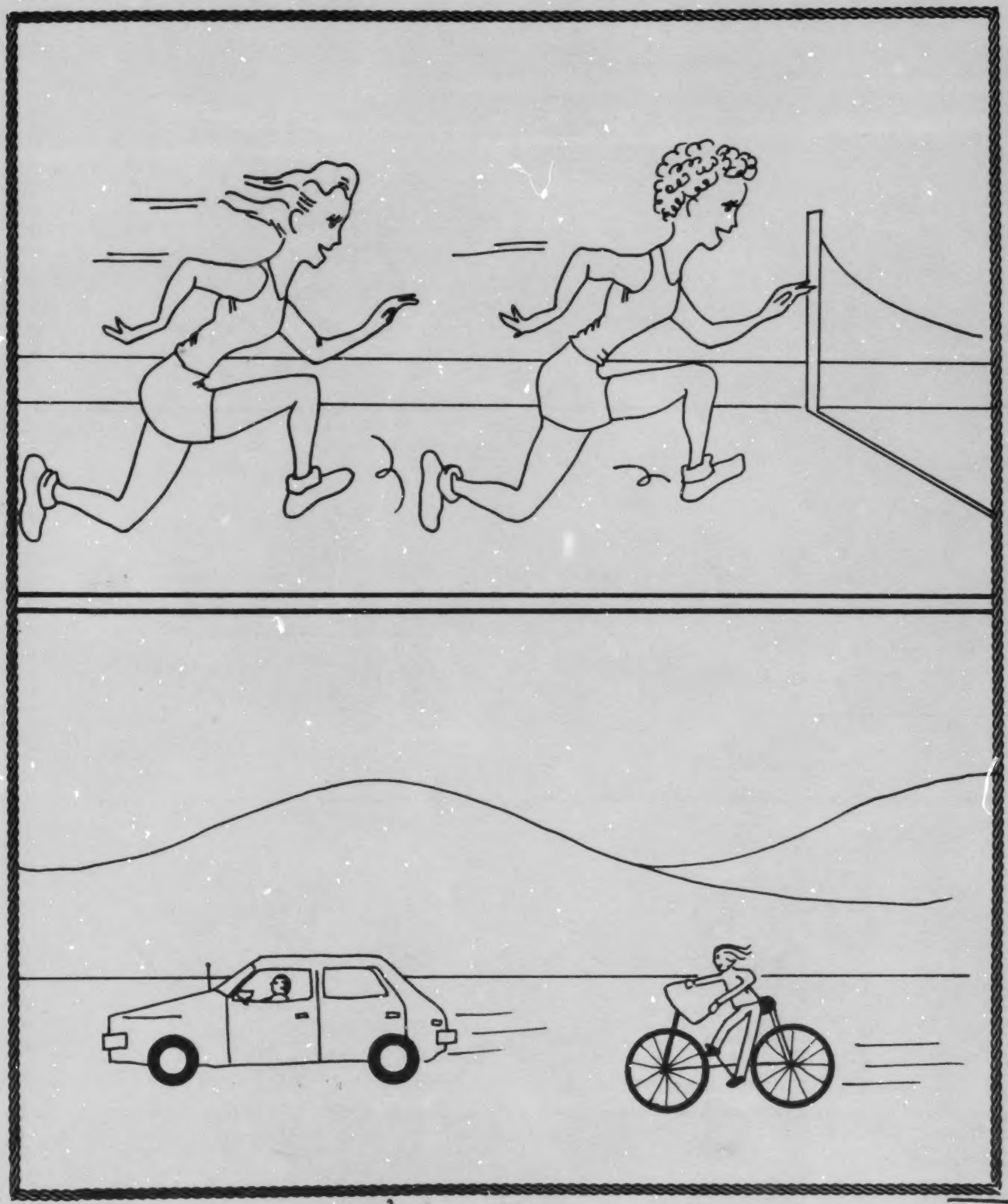
Draw an X in each box that shows that three has been added to zero.



P.O. 0.10.10.01

NAME: _____ CLASS: _____

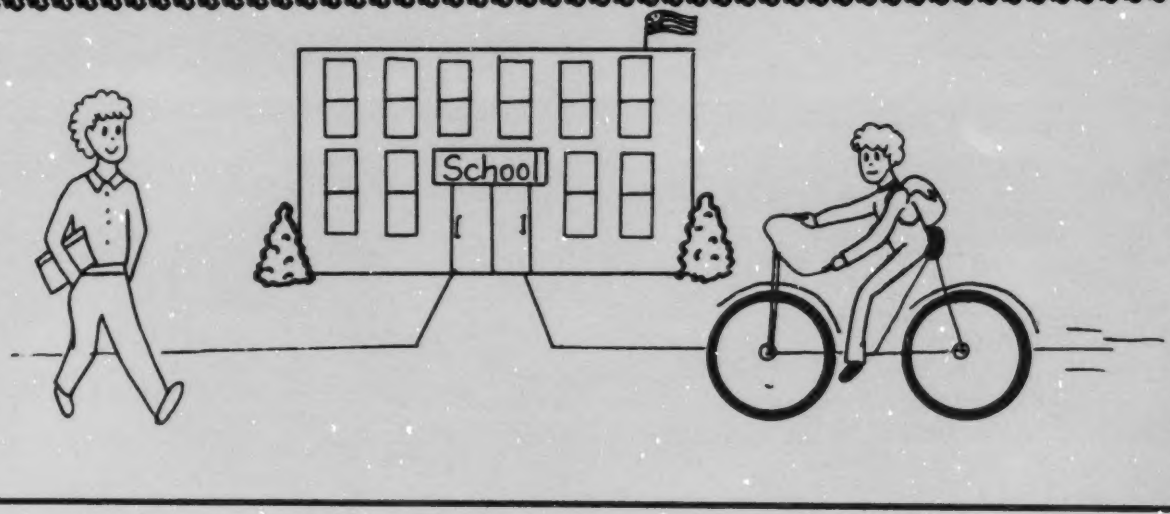
Color the runner who took less time to finish the race.
Place an X on the one who took more time to get home.

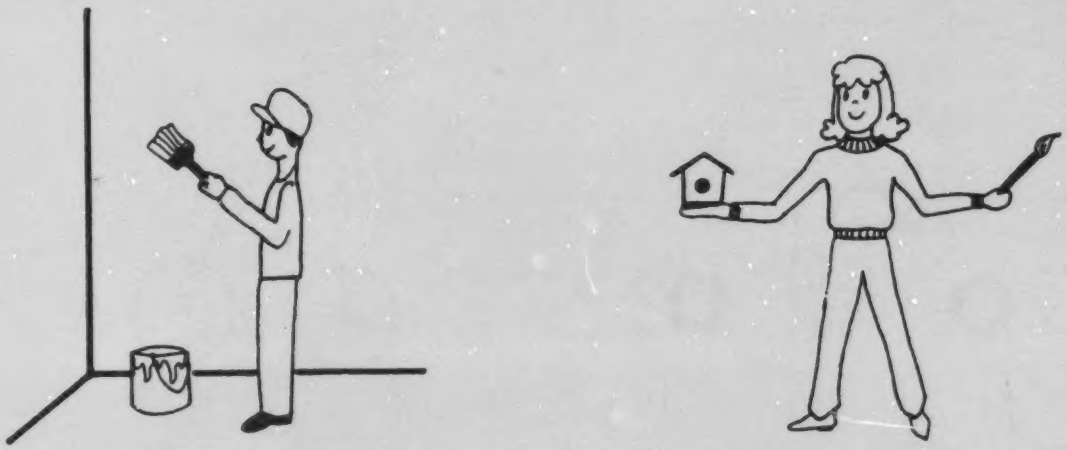


P.O. 0.10.10.01

NAME: _____ CLASS: _____

Look at the two activities in each box.
Draw a circle around the activity which takes less time to complete.

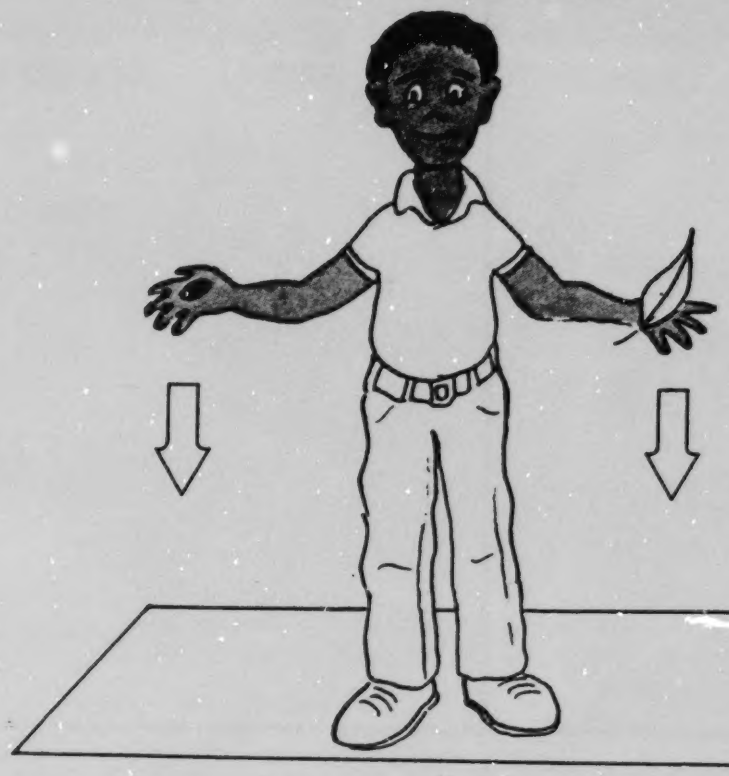




P.O. 0.10.10.02

NAME: _____ CLASS: _____

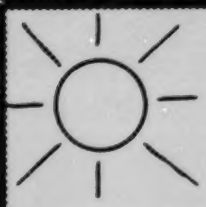
Hold a penny in one hand. Hold one of the other objects pictured below in the other hand. Drop them from the same height. Put an X on the object(s) which took longer than the penny to fall to the floor.



P.O. 0.10.10.03

NAME: _____ CLASS: _____

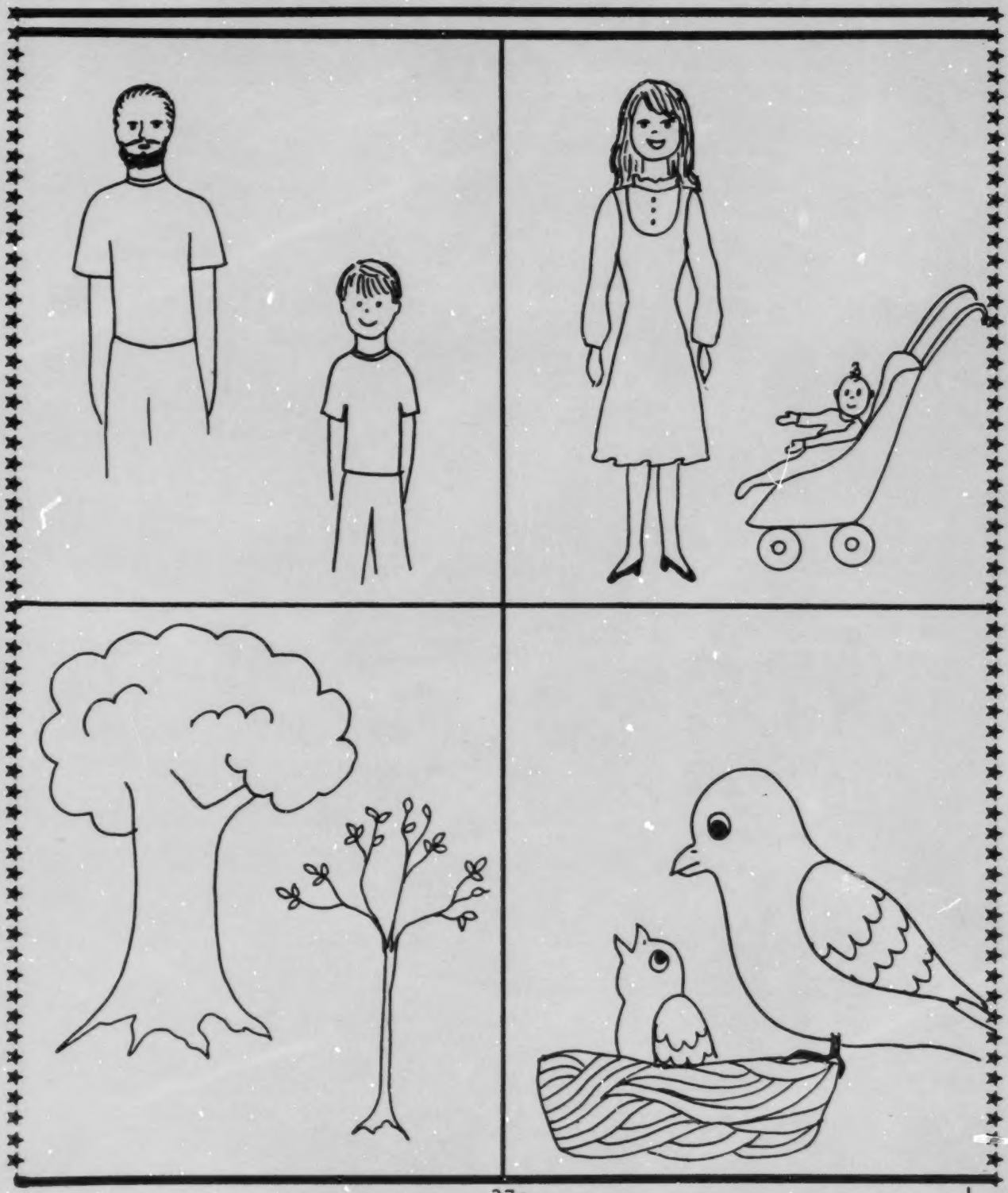
Find the box with the sun. Draw a picture of yourself there. In the box with the moon, draw someone <u>older</u> than you. Find the box with the man. Draw someone <u>younger</u> than him in the box with the flower.



P.O. 0.10.10.03

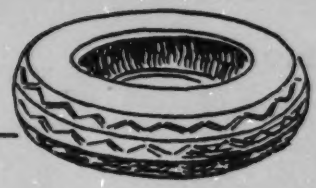
NAME:_____ CLASS:_____

Circle the picture that shows the older one.



P.O. 0.10.10.04

NAME: _____ CLASS: _____

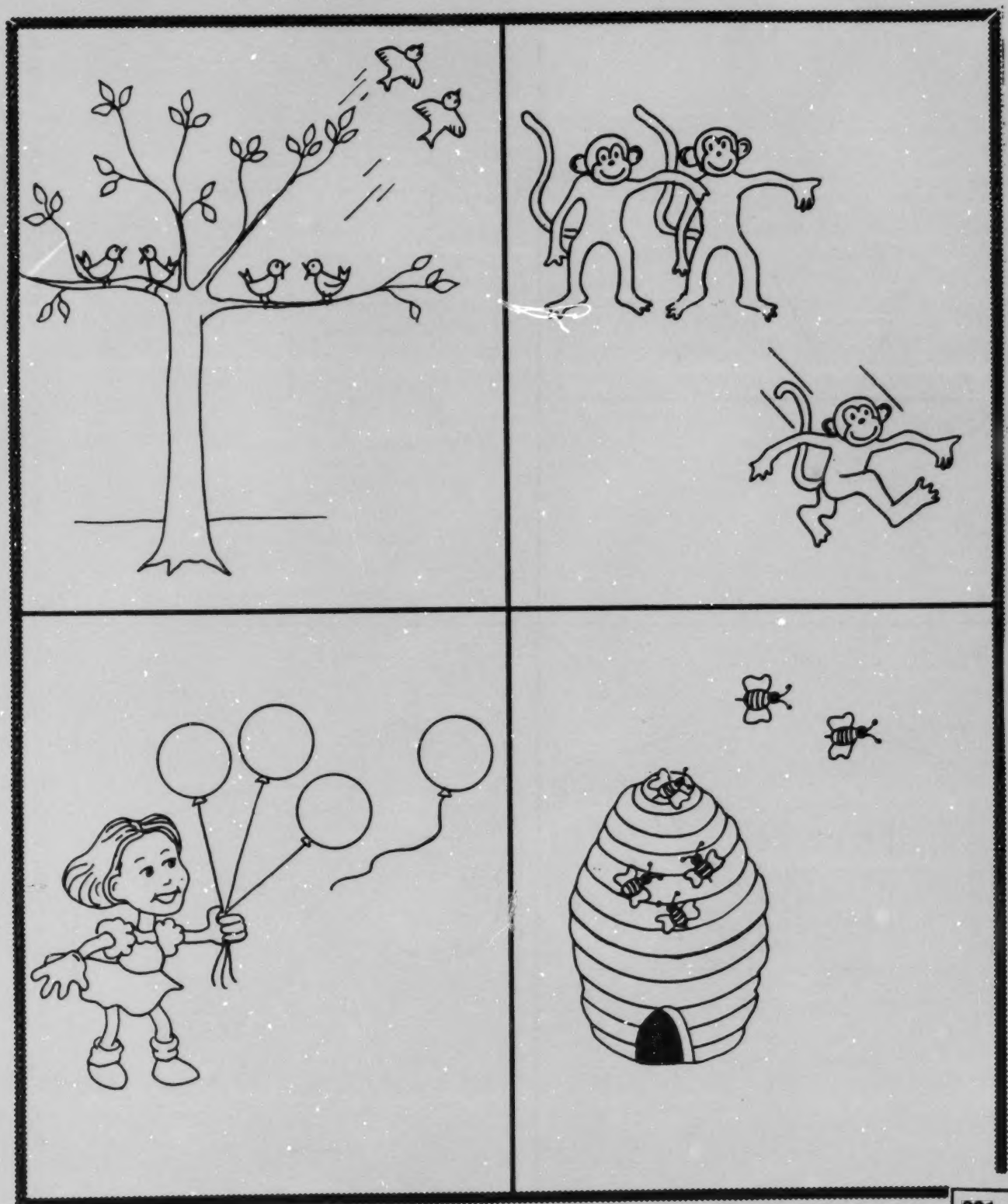


Minnie will shop in both stores.
Color the store which will take longer to reach.

P.O. 0.03.01.01

NAME: _____ CLASS: _____

Tell a number story about each picture.

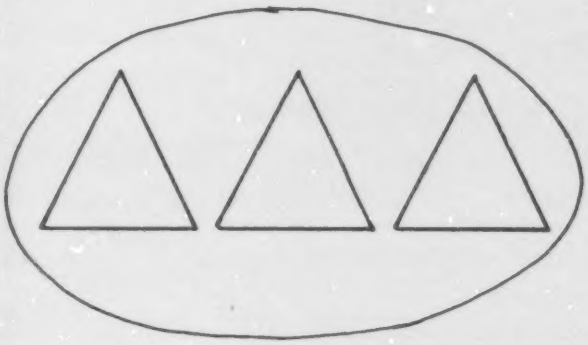


P.O. 0.03.01.01

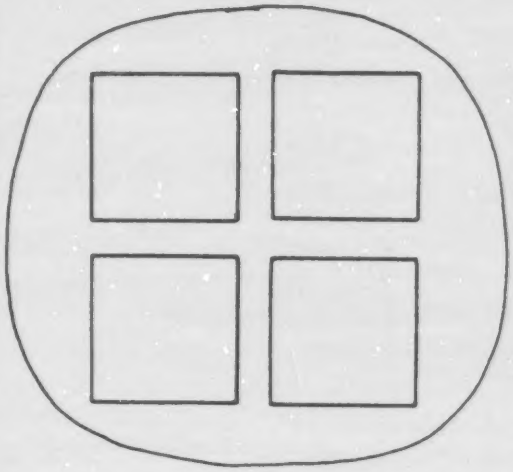
NAME: _____ CLASS: _____

Count the shapes.
Ask the students to make an X on a specific number of those shapes.
How many shapes are left? Color the shapes left.

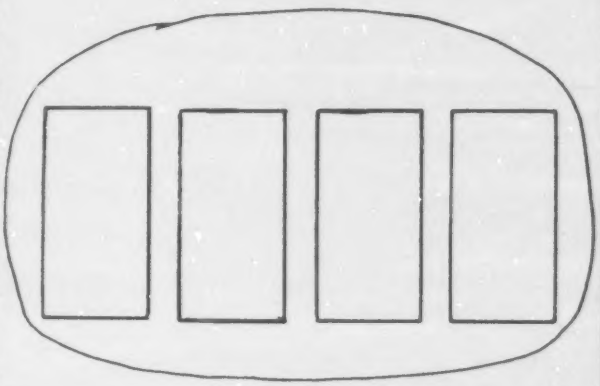
1



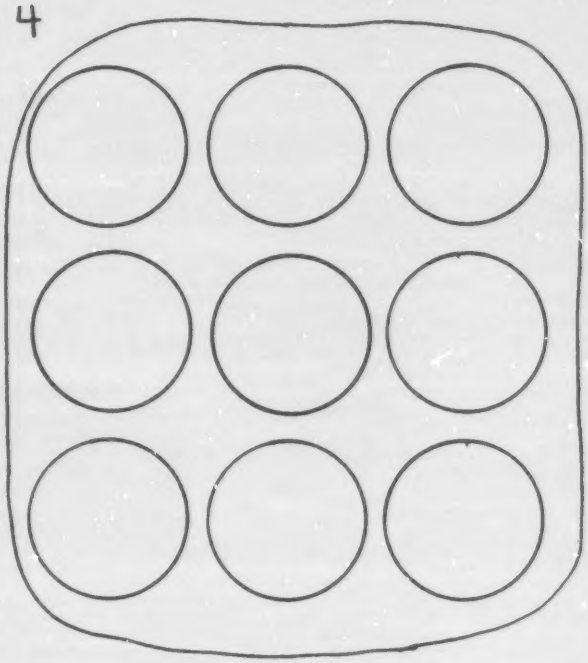
2



3



4

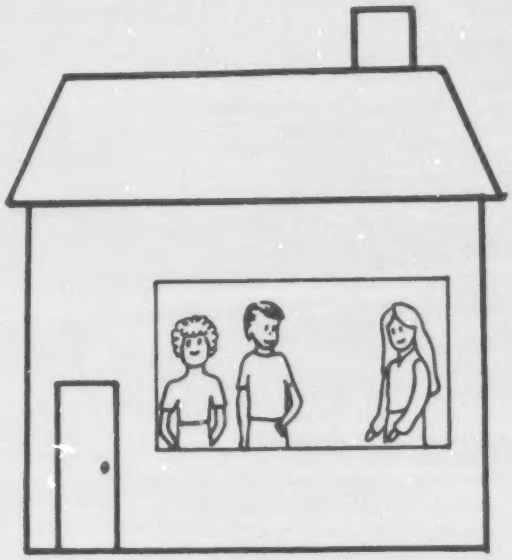


P.O. 0.03.01.02

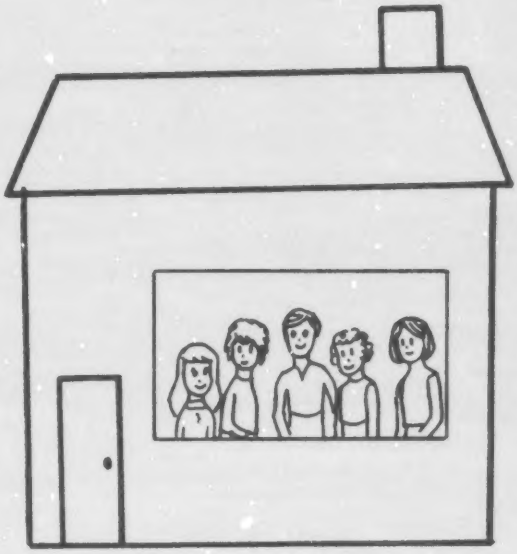
NAME: _____ CLASS: _____

How many people are in the house in box 1? Two people went to the park. Make an X on two people. How many people stayed in the house? Color them. Create similar stories for the other boxes.

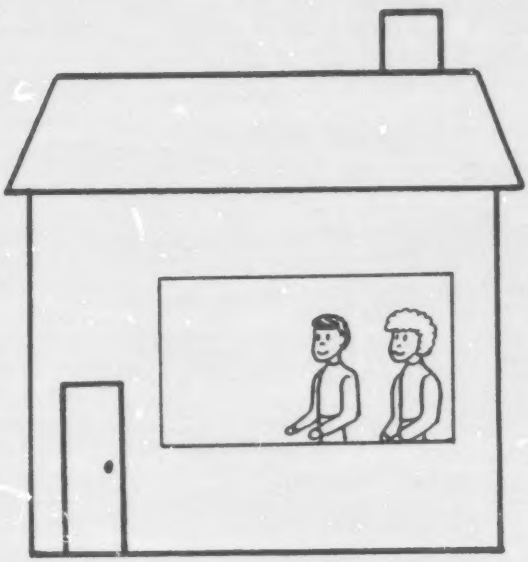
1



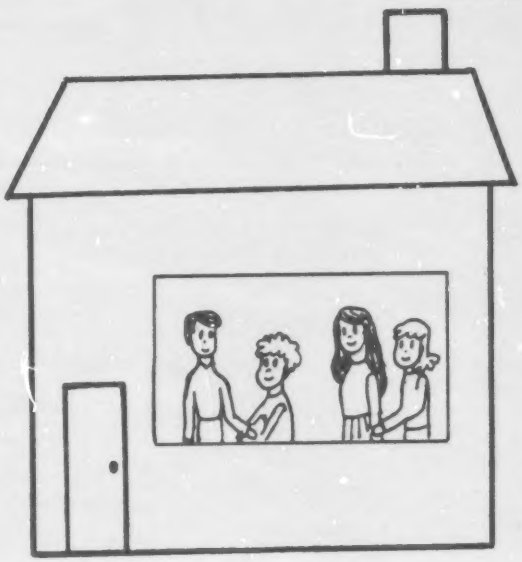
2



3



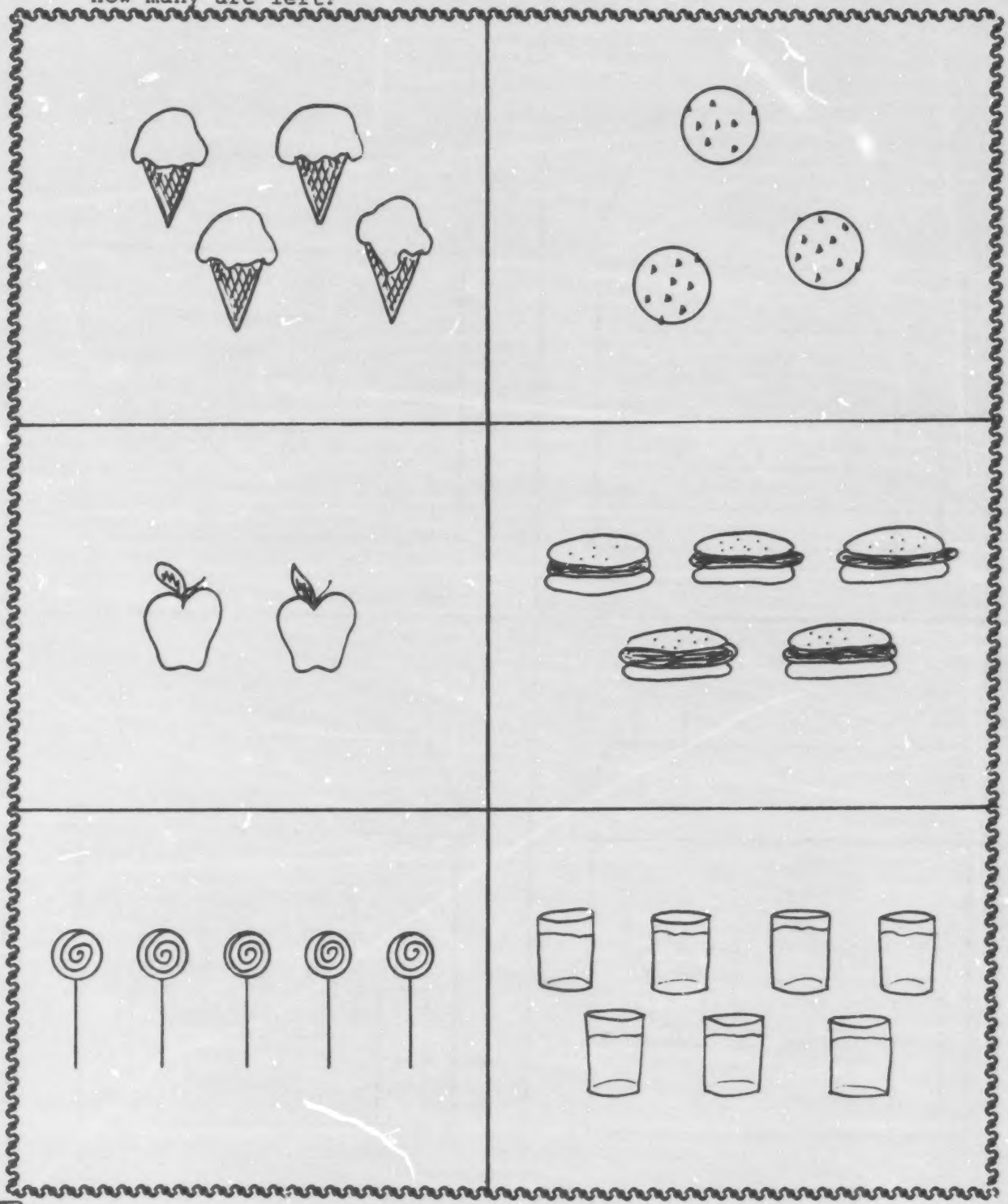
4



P.O. 0.03.01.02

NAME: _____ CLASS: _____

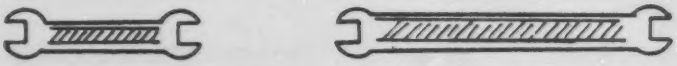
My friend loves to eat.
Put an X on each thing I tell you he ate.
How many are left?

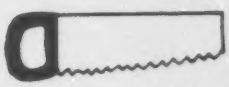


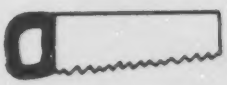
P.O. 0.10.11.01

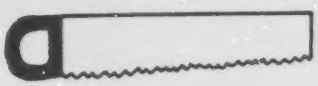
NAME: _____ CLASS: _____

In each row, draw a circle around the picture that is as short as the first picture.







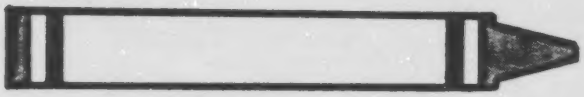


P.O. 0.10.11.01

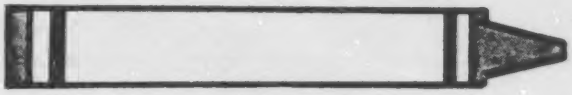
NAME: _____ CLASS: _____

In box 1, color the shorter crayon.
In box 2, draw a shorter crayon.

1.



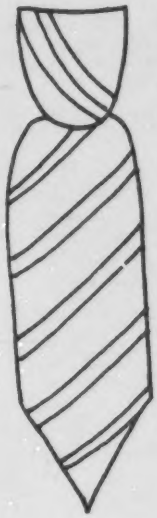
2.

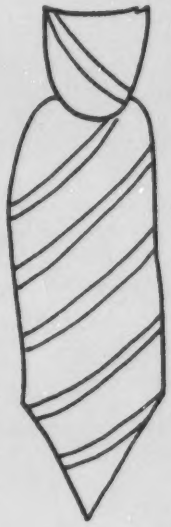


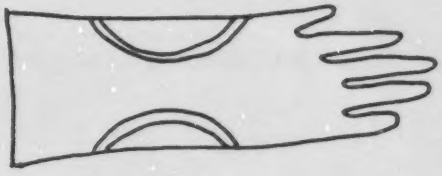
P.O. 0.10.11.02

NAME:_____ CLASS:_____

Color the tie that is as long as the first tie.
Color the shoe that is longer than the shoe on top.
Color the glove that is as long as the glove on top.



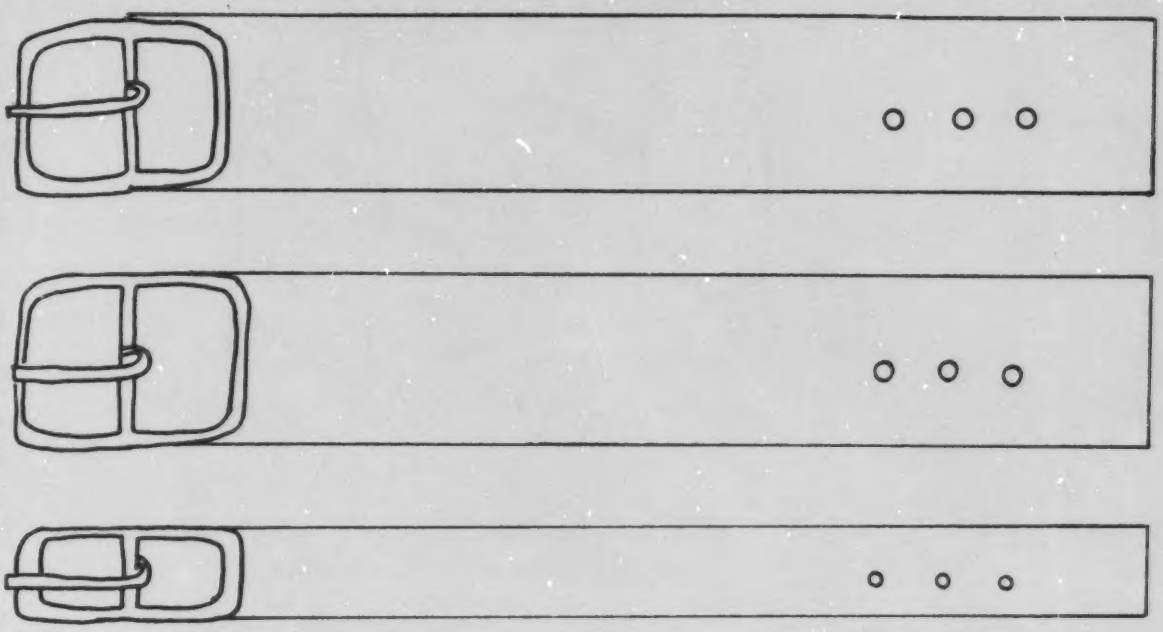




P.O. 0.10.11.03

NAME: _____ CLASS: _____

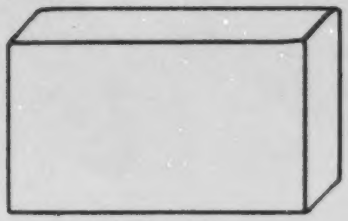
Color the belt that is as wide as the top belt.
Color the ribbon that is as wide as the top ribbon.

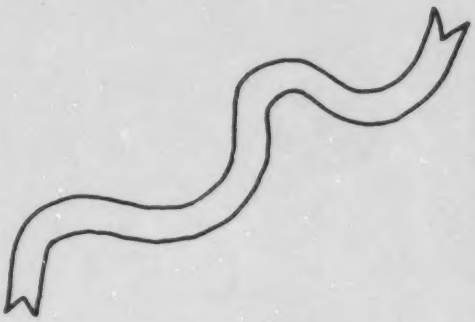


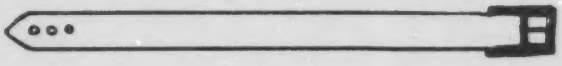
P.O. 0.10.11.03

NAME: _____ CLASS: _____

Look at the snake.
Color the objects that are about as wide as the snake.



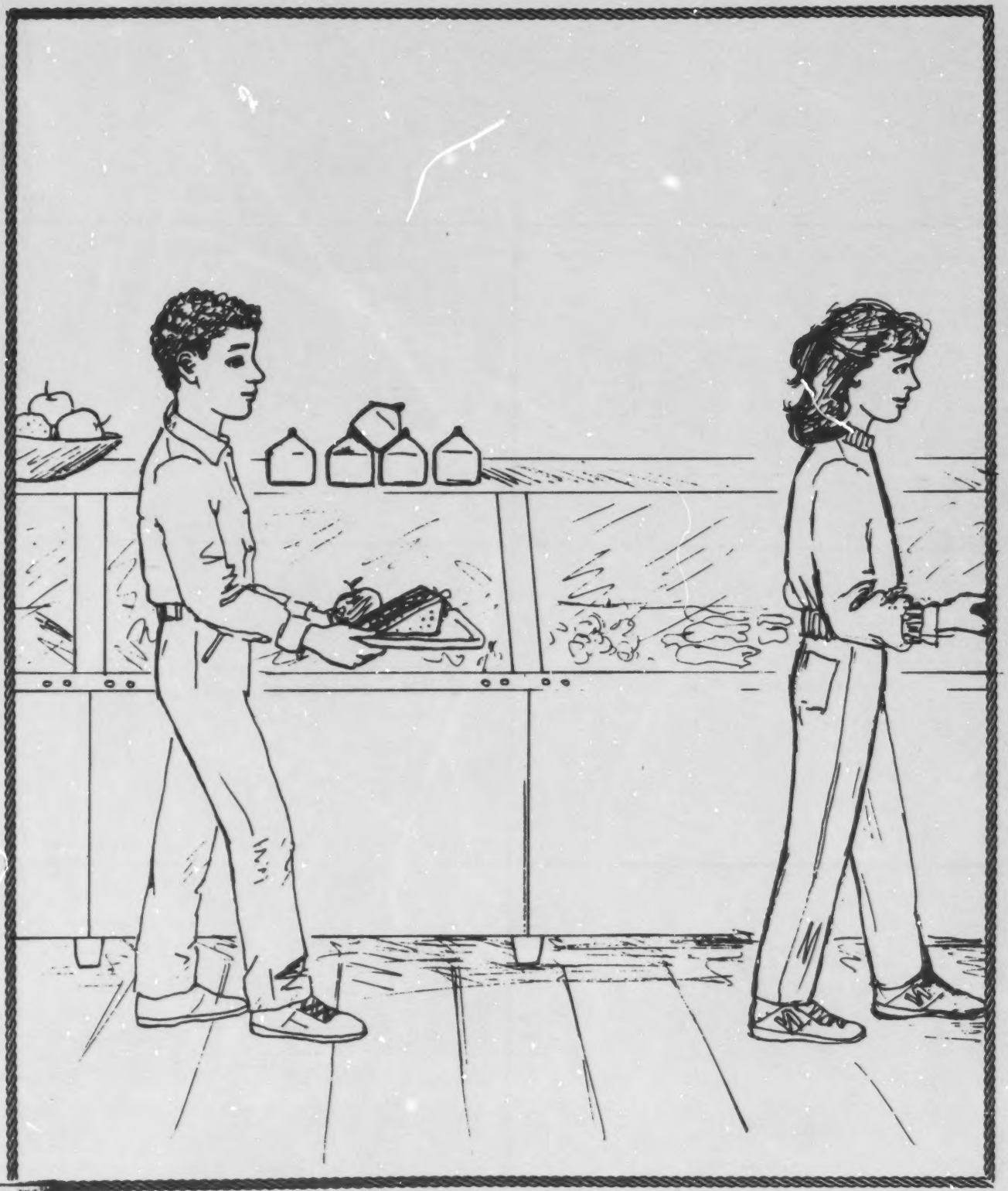




P.O. 0.10.11.04

NAME: _____ CLASS: _____

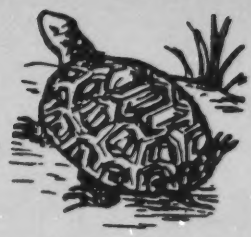
Place an X on the student who is nearer to the cartons of milk.

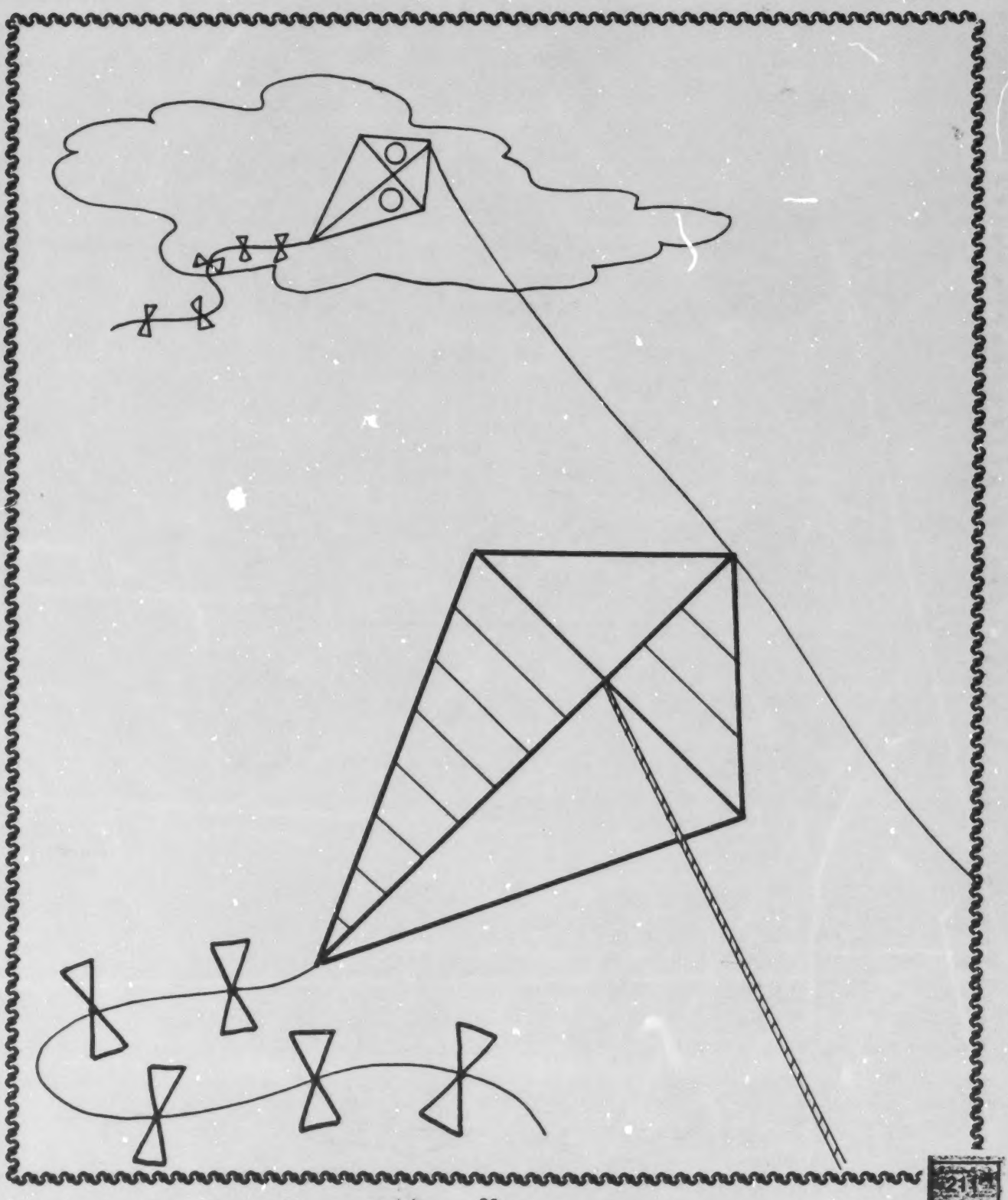


P.O. 0.10.03.04

NAME: _____ CLASS: _____

Color the kite which is farther up in the sky.





P.O. 0.10.12.01 -.03

NAME: _____ CLASS: _____

Circle the dimes.
Place an X on the nickels.
Color the pennies brown.

P.O. 0.12.02.01

NAME: _____ CLASS: _____

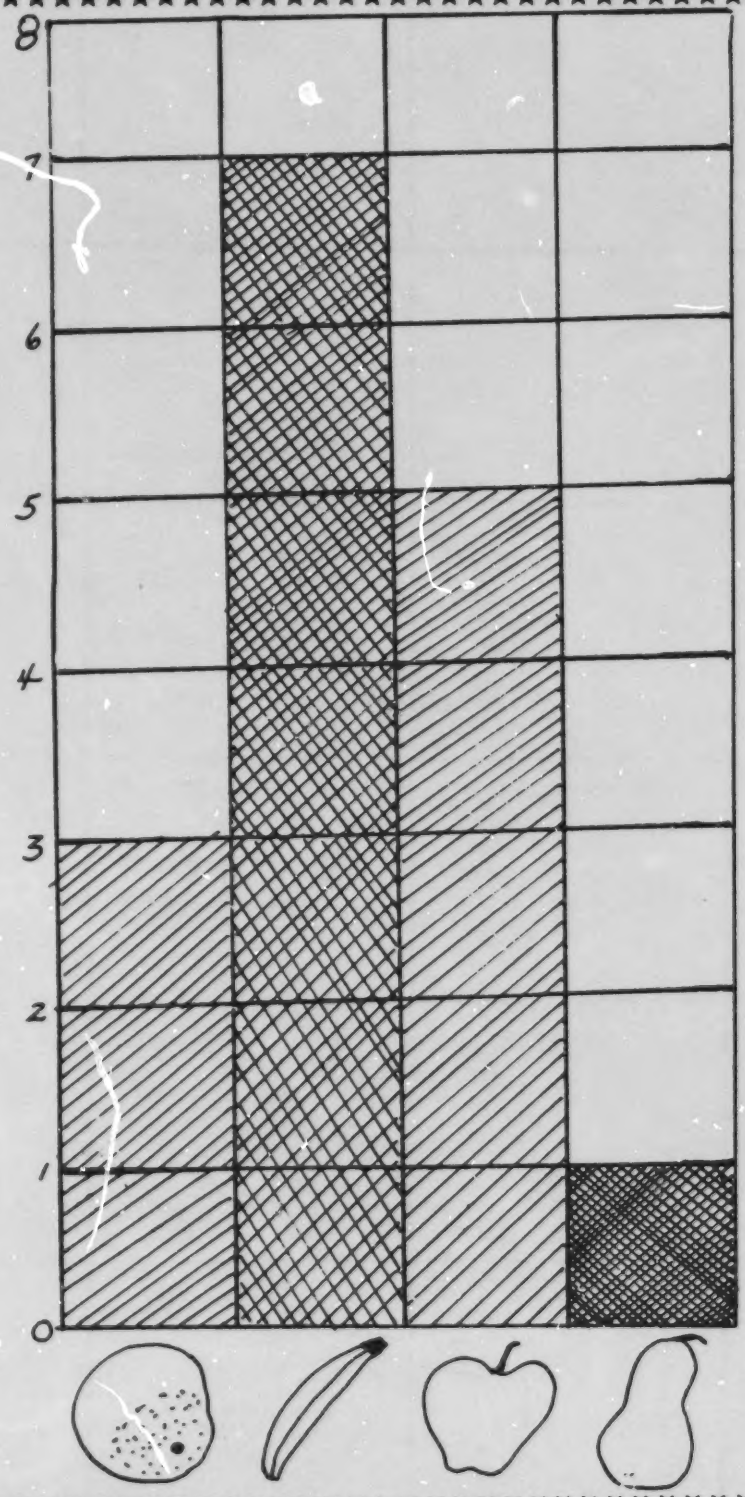
Distribute 1" gummed circles, not more than 5 of a color, to each pupil.
Ask students to paste them in the appropriate boxes.
Which column has the most circles? Which column has the fewest circles?

Blue	Red	Green	Yellow

P.O. 0.12.02.01

NAME: _____ CLASS: _____

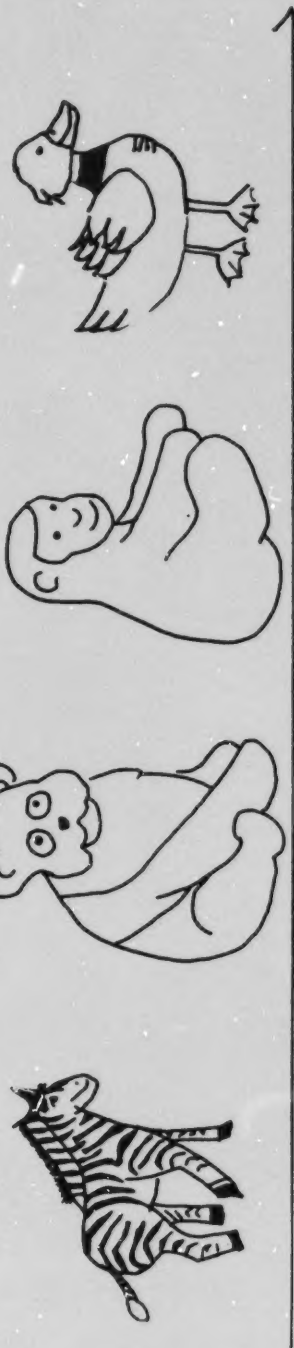
Students shaded in the boxes on this graph to show which fruit they liked the best. Find the fruit that was chosen most often. Color that fruit. Find the fruit that was chosen the least. Color that fruit.



P.O. 0.01.14.01

NAME:_____ CLASS:_____

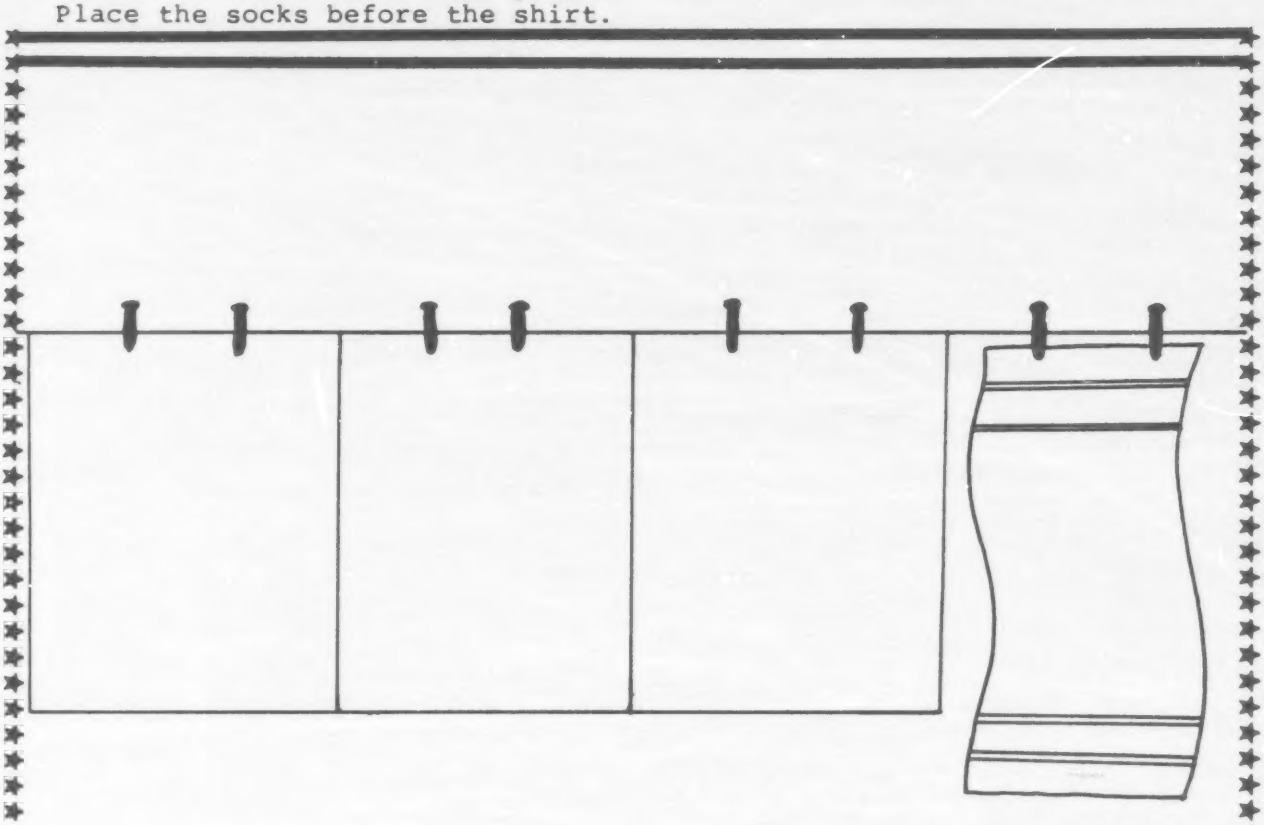
Look at the way the animals are facing. Use yellow to color the animal before the monkey. Use black to color the animal before the zebra. Use brown to color the animal before the bear.

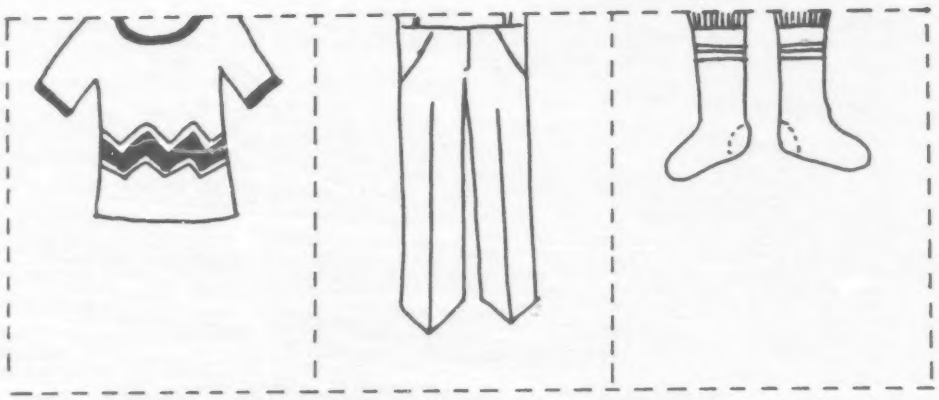


P.O. 0.01.14.01

NAME: _____ CLASS: _____

Cut out the clothing. Find the blanket on the clothes line.
Place the pants before the blanket.
Place the shirt before the pants.
Place the socks before the shirt.



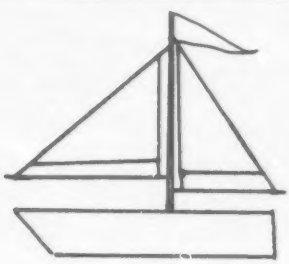


P.O. 0.01.14.02

NAME:_____ CLASS:_____

Place an X on the youngster standing after the ball, on the numeral which comes after 4 and on the numeral which is after the boat.

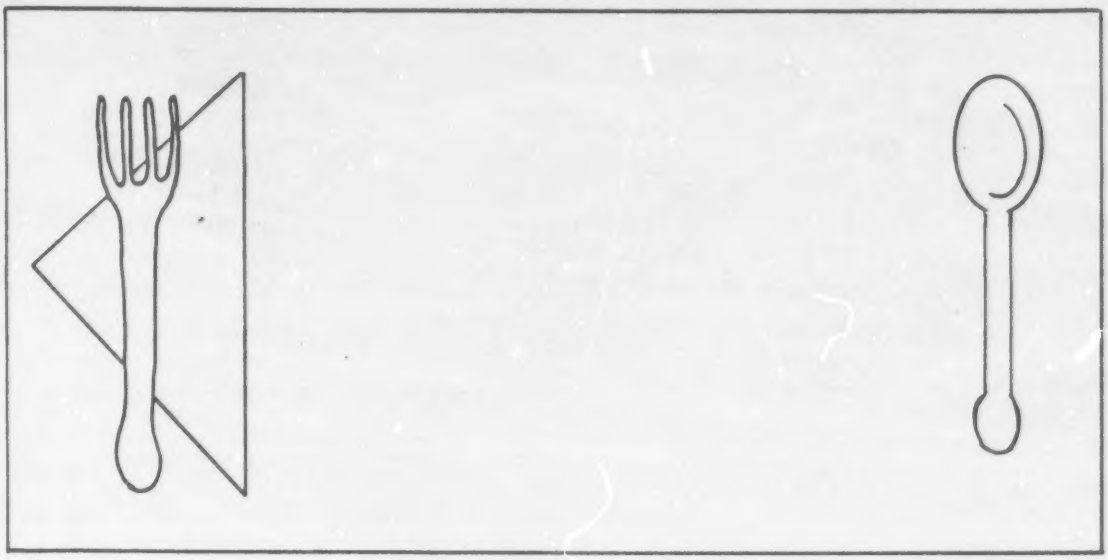
0 1 2 3 4 5

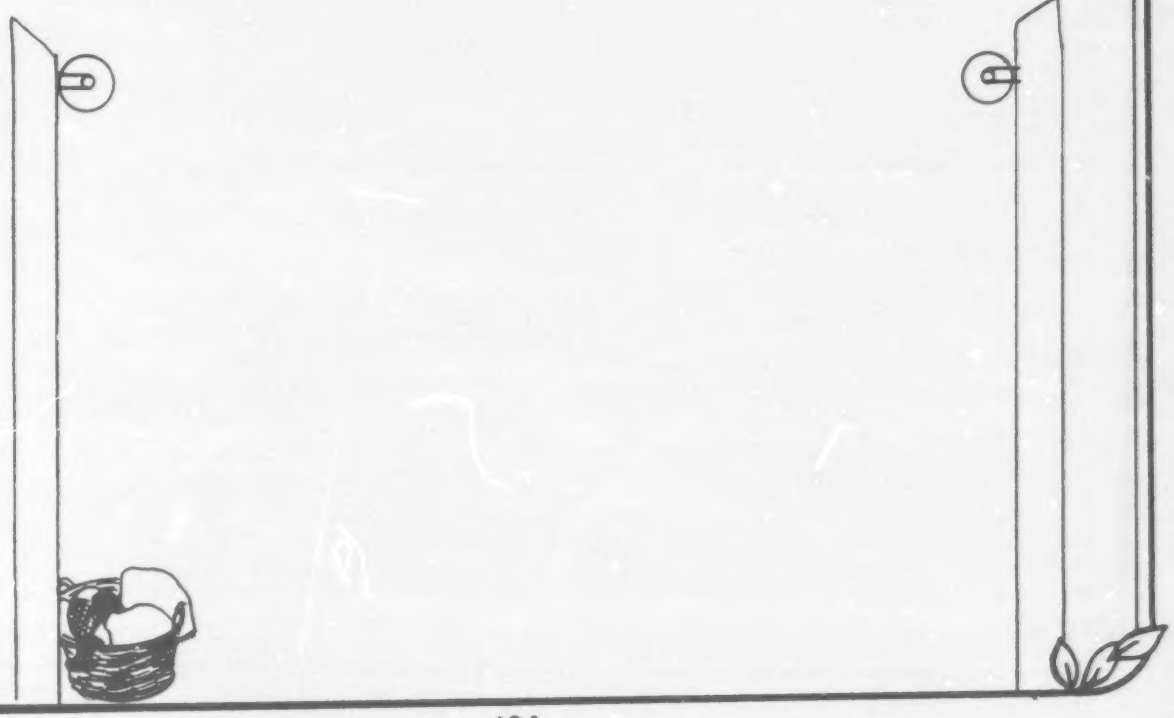
6 7 8  9

P.O. 0.01.14.03

NAME: _____ CLASS: _____

Draw a plate between the fork and the spoon.
Draw a clothesline between the two poles.



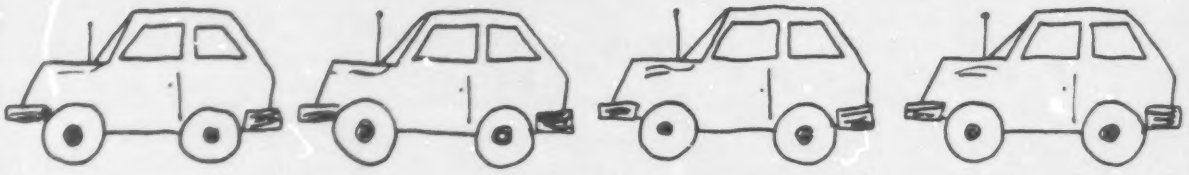


P.O. 0.01.15.01

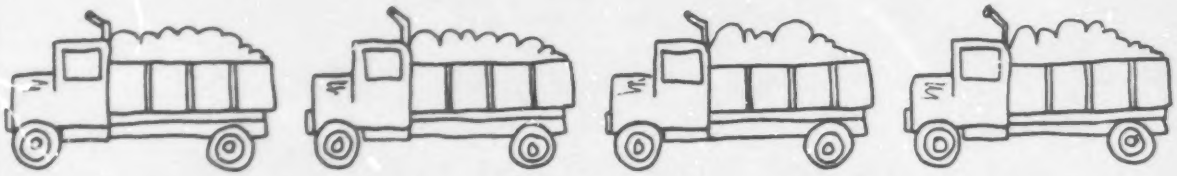
NAME: _____ CLASS: _____

Color the first car red, the second truck blue, the third bus green and the fourth helicopter yellow.

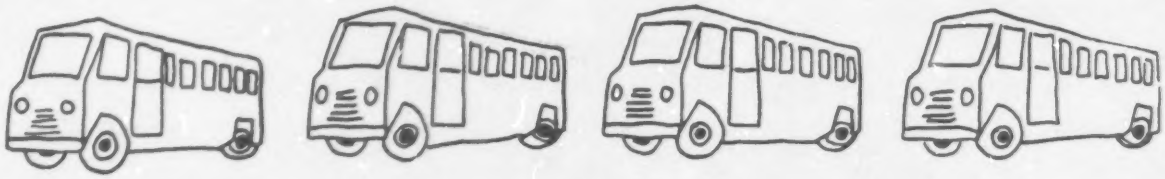
1.



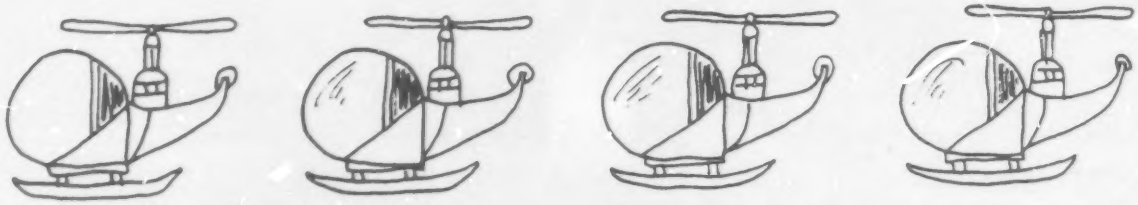
2.



3.



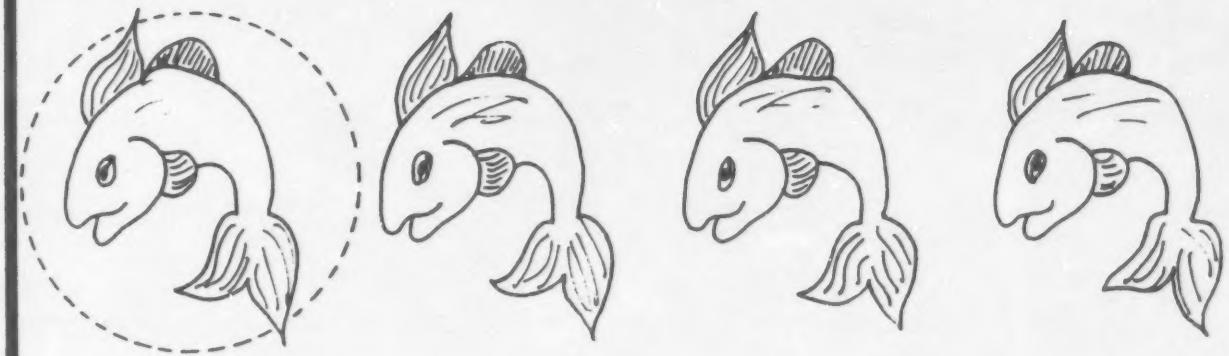
4.



P.O. 0.01.15.01

NAME:_____ CLASS:_____

Trace the circle around the first fish. Color the first fish red, the second fish green, the third fish yellow, the fourth and last fish blue.

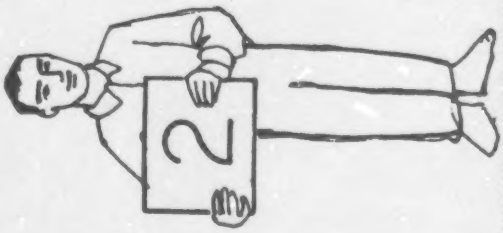
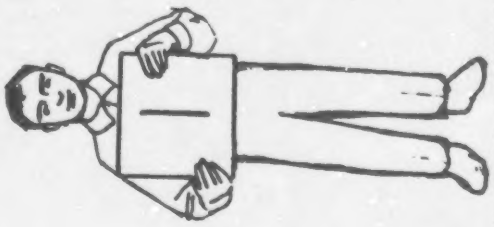


P.O. 0.01.15.02

NAME: _____ CLASS: _____

75

Cut out the pictures of the men.
Paste each man in the box with the ordinal number word that matches the numeral card he is holding.

Fourth		
Third		
Second		
First		

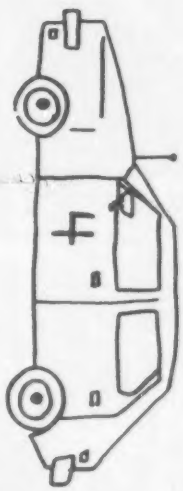
74

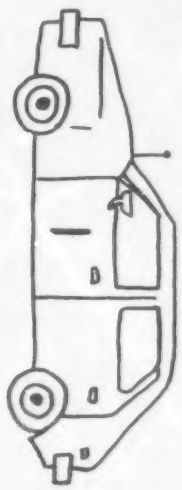
P.O. 0.01.15.02

NAME: _____ CLASS: _____

Color the cars red, yellow, blue and green. Cut them out. Park them in the garage by matching the numbers on the cars with the ordinal numbers in each column.

1st	2nd	3rd	4th

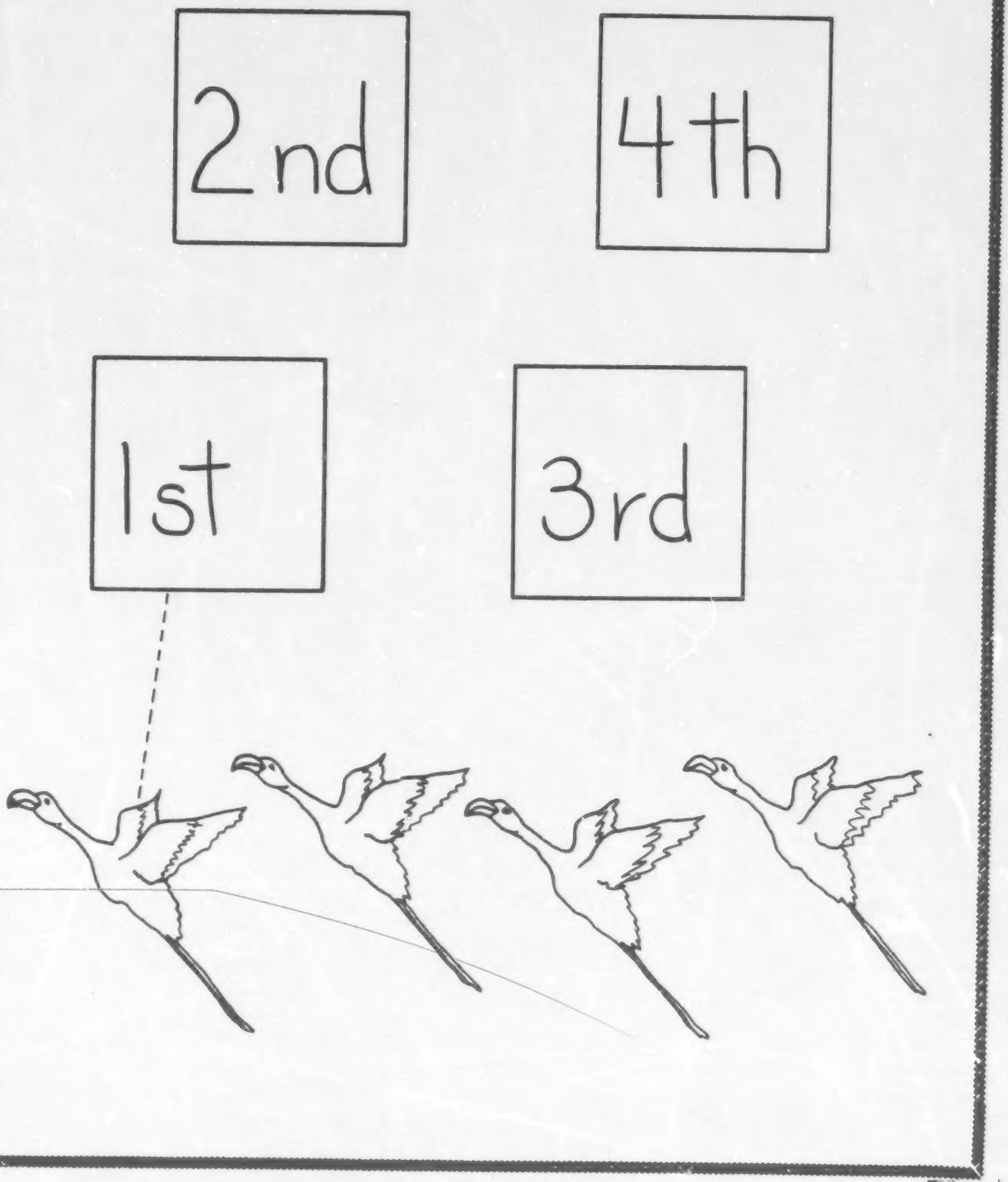




P.O. 0.01.15.03

NAME: _____ CLASS: _____

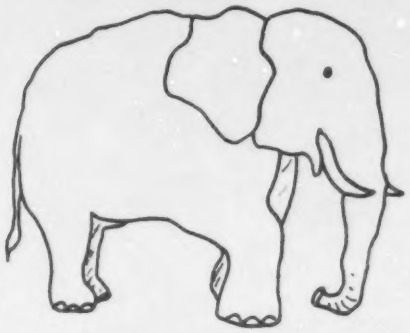
Show each bird's position by drawing a line from the card to the bird.

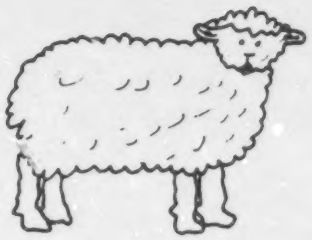


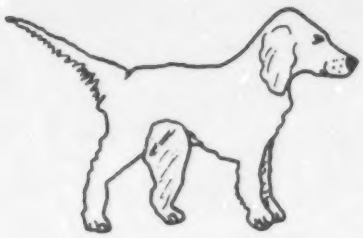
P.O. 0.01.15.03

NAME: _____ CLASS: _____

Cut on the dotted lines. Place the animals in the following order: The sheep first, the dog second, the bear third, the elephant fourth. Place the ordinal number under the animals.







1st

4th

3rd

2nd

P.O. 0.01.15.04

NAME:_____ CLASS:_____

Color each square a different color.
Identify the position of each square and say the ordinal name.

	4th
	3rd
	2nd
	1st

P.O. 0.01.15.04

NAME: _____ CLASS: _____

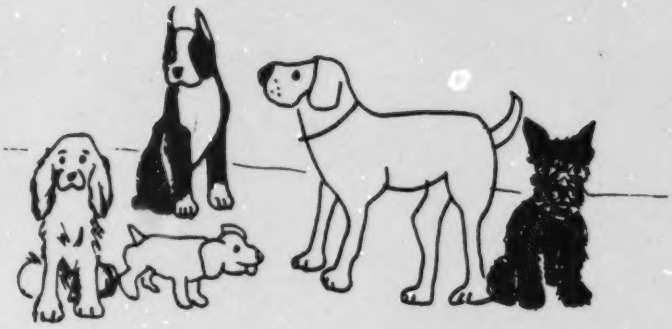
Identify each youngster using the ordinal numbers first through fourth.

e.g. The first youngster is closest to the water fountain.

P.O. 0.02.06.01

NAME: _____ CLASS: _____

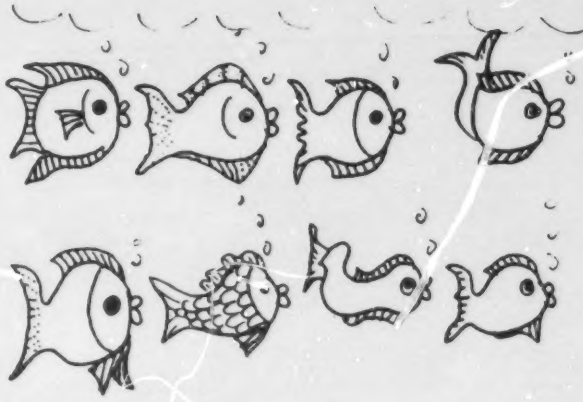
Circle the numeral that tells how many dogs there are altogether.



9 7 6

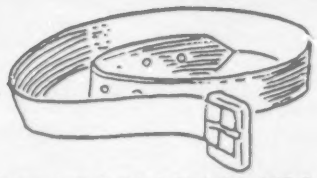
Circle the numeral that tells how many fish there are altogether.

9 7 6

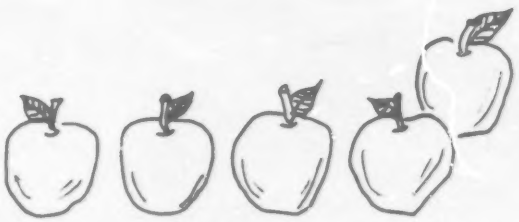


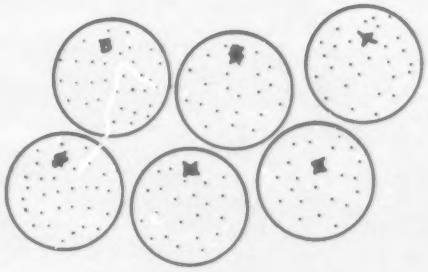
P.O. 0.02.06.01

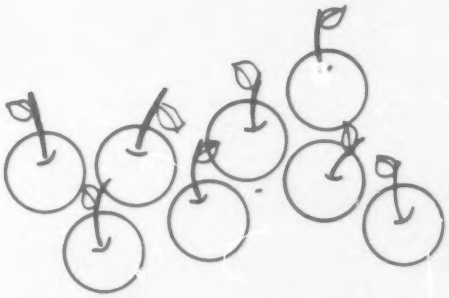
NAME: _____ CLASS: ____

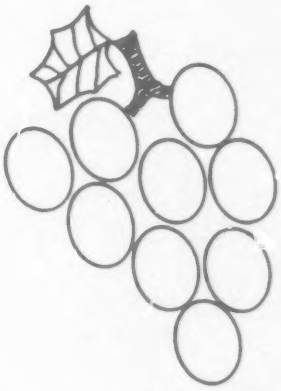


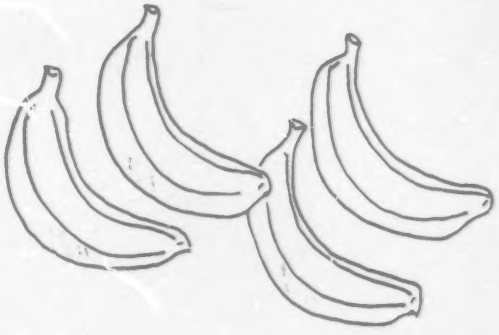
Draw one more object in each group.
How many objects are in each group now?







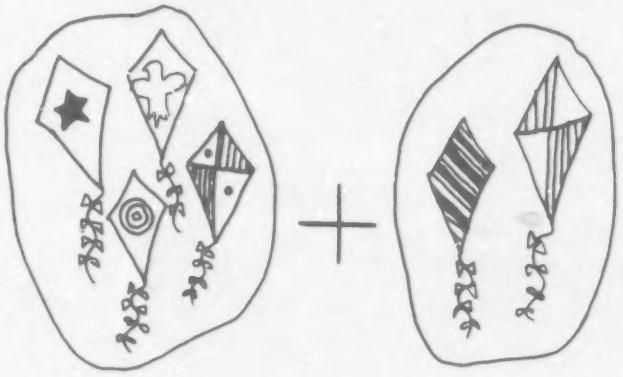


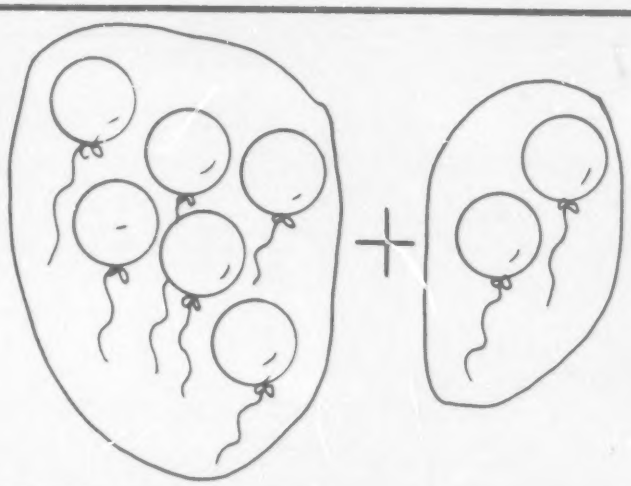


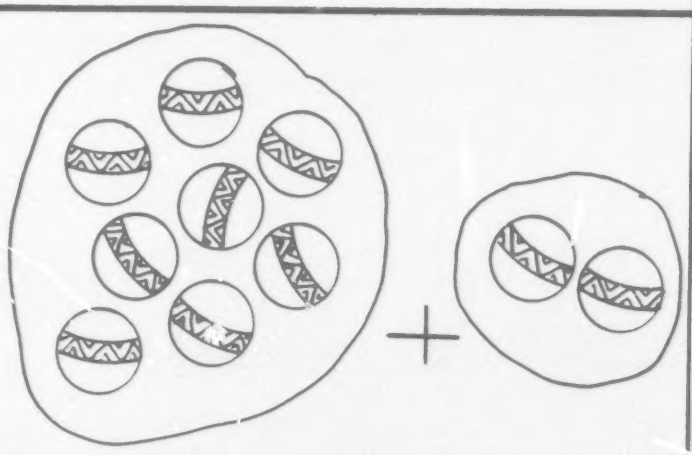
P.O. 0.02.06.02

NAME: _____ CLASS: _____

Count how many kites there are altogether.
Draw that number of kites in the empty box next to the picture of the kites.
Continue with the other objects.







P.O. 0.02.06.03

NAME: _____ CLASS: _____

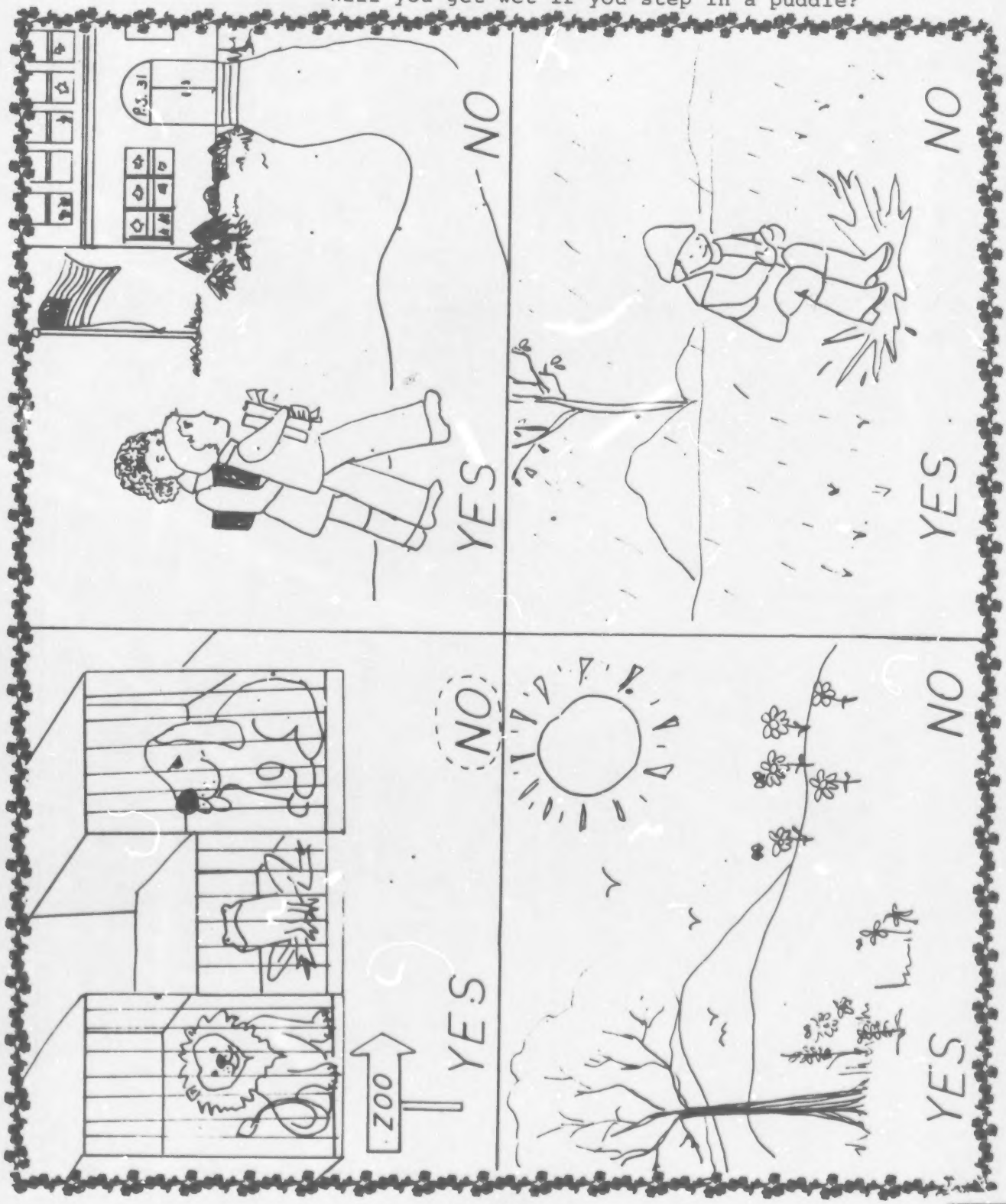
In each box, count the pieces of fruit in the basket and the pieces of fruit next to the basket. How many pieces of fruit are there altogether?

P.O. 0.12.03.01

NAME: _____ CLASS: _____

Circle Yes or No:

Do all animals live in a zoo?
Do all pupils go to school on Saturday?
Is the sun always in the sky?
Will you get wet if you step in a puddle?



87

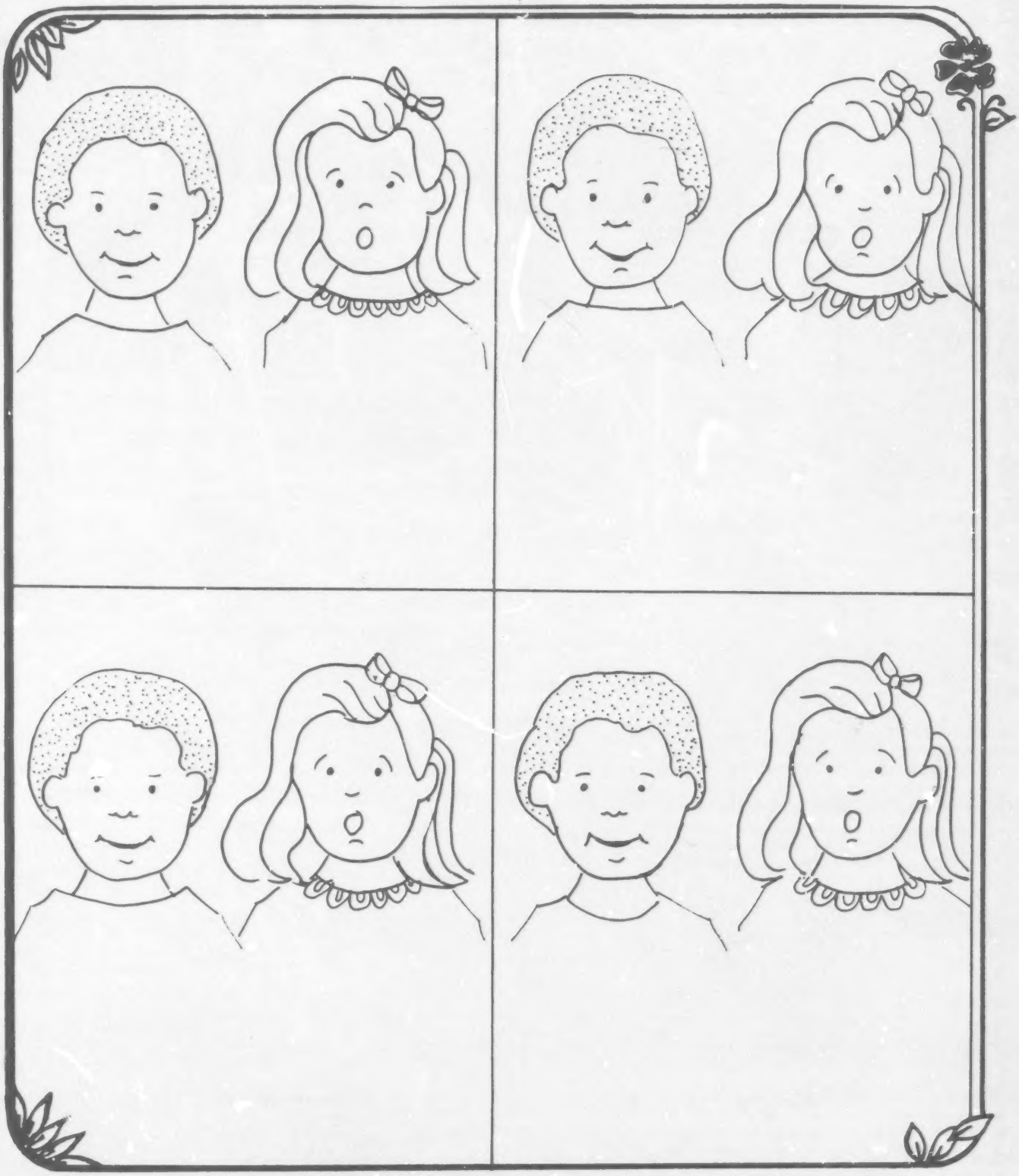
98

86

P.O. 0.12.03.01

NAME: _____ CLASS: ____

Listen to the statement.
If it is certain, color Sammy Certain.
If it is uncertain, color Ursula Uncertain.



P.O. 0.12.03.02

NAME: _____ CLASS: _____

Circle the picture in each box that shows what is more likely to happen.

When a plant is watered.

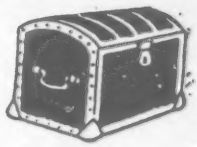
When you are sleepy.

When the wind blows hard.

When the sun is very hot.

- 45c -

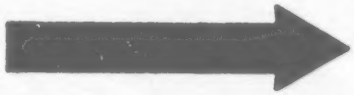
P.O. 0.12.03.03

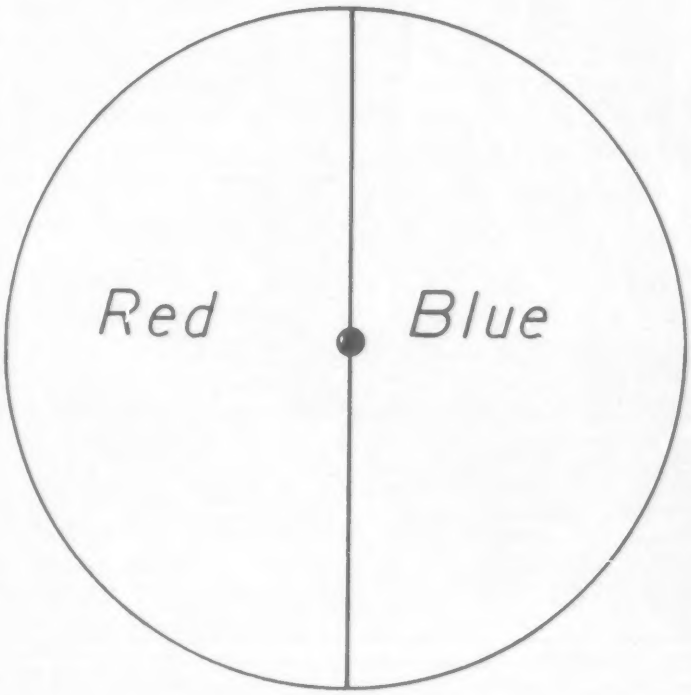


NAME: _____ CLASS: _____

Cut out the spinner and mount it on a hard surface.
Choose the color on which you guess the spinner will land. Place an X in the Guess column using that color crayon. After spinning, place an X in the Result column to show the color on which the spinner landed.

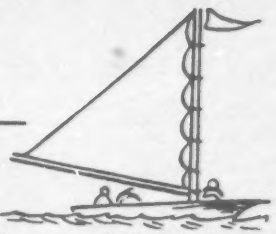
Guess	Result



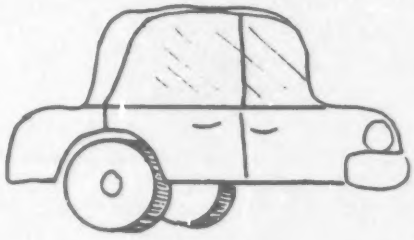


P.O. 0.06.01.01

NAME: _____ CLASS: _____

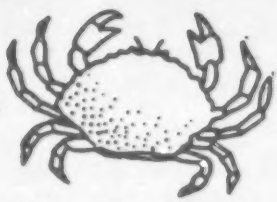


Color the pictures that show whole objects.

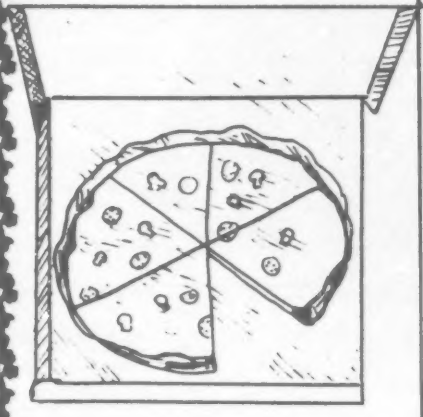


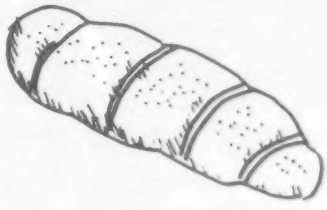
P.O. 0.06.01.01

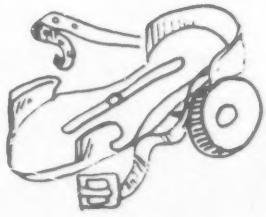
NAME: _____ CLASS: _____



Draw a ring around all the whole objects.



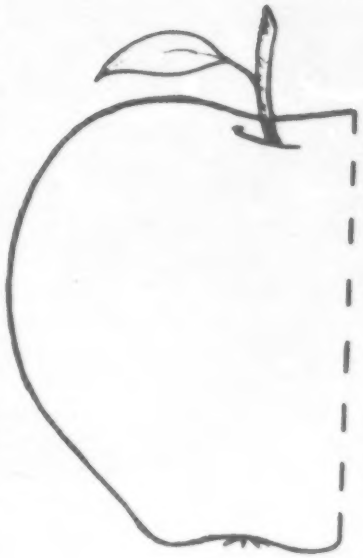


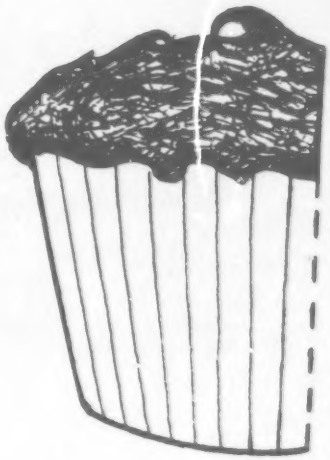


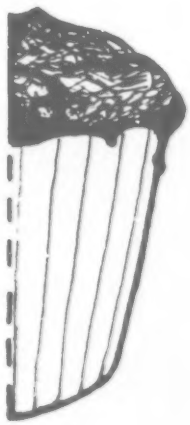
P.O. 0.06.01.02

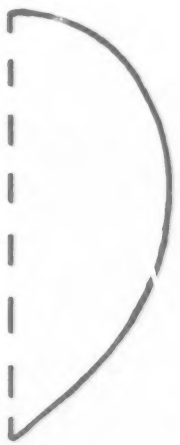
NAME: _____ CLASS: _____

Cut out the bottom shapes and paste them to the top shapes to make a whole.



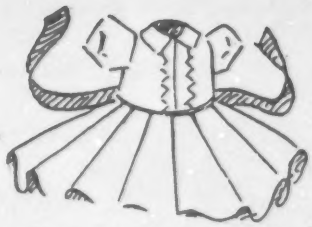




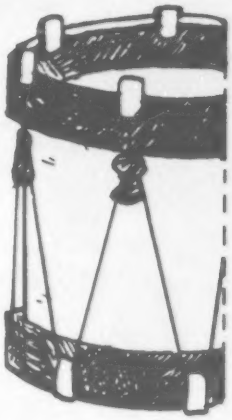


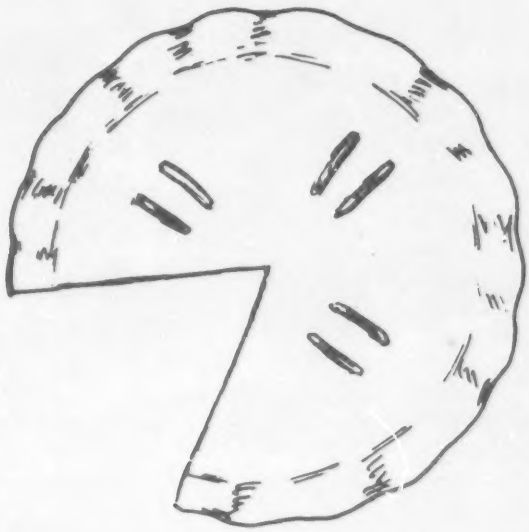
P.O. 0.06.01.02

NAME: _____ CLASS: _____



Cut the parts.
Match the parts to make a whole.

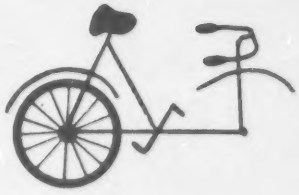


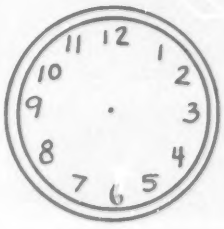


P.O. 0.06.01.03

NAME:_____ CLASS:_____

Draw a line to the part that will make the picture whole.
Color the part.





P.O. 0.06.01.03

NAME: _____ CLASS: _____

Make a whole sailboat. Cut out the parts and paste them in the whole sailboat outline.

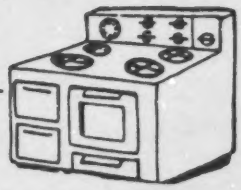
P.O. 0.06.01.03

NAME: _____ CLASS: _____

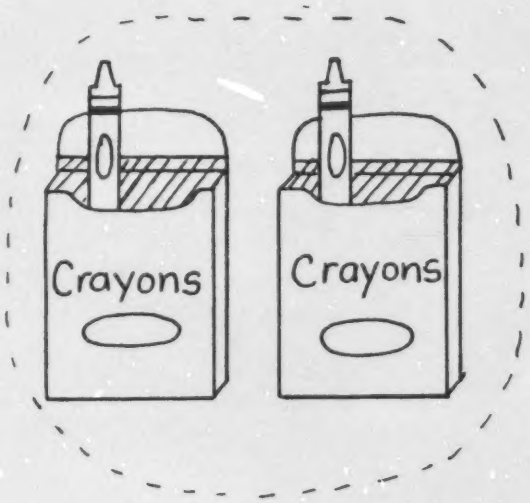
Paste sailboat parts here.

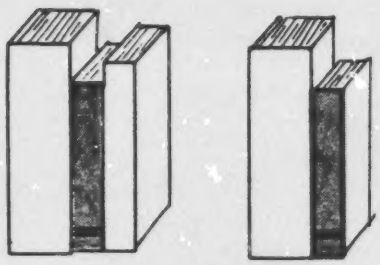
P.O. 0.06.02.01

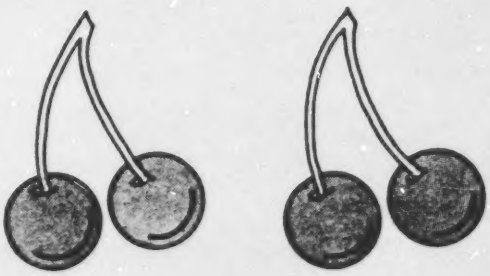
NAME: _____ CLASS: _____

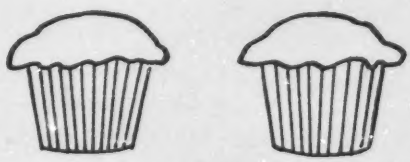


Circle the pictures that can be shared equally.



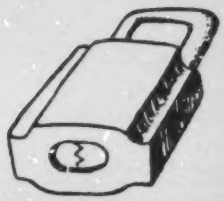




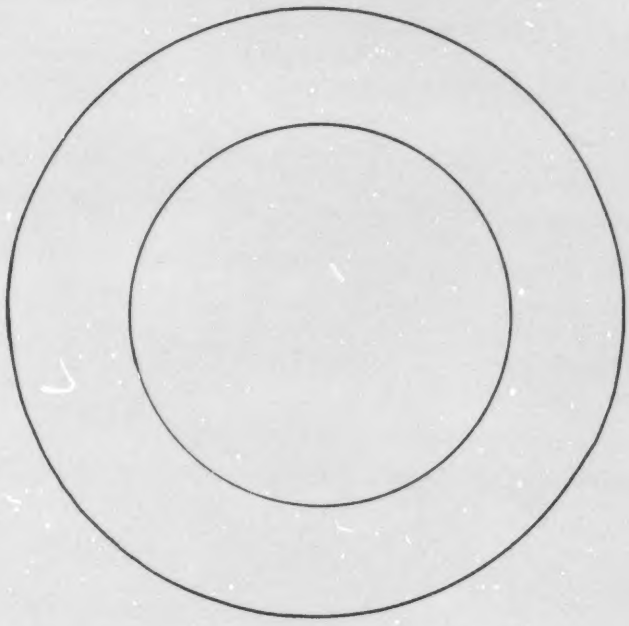


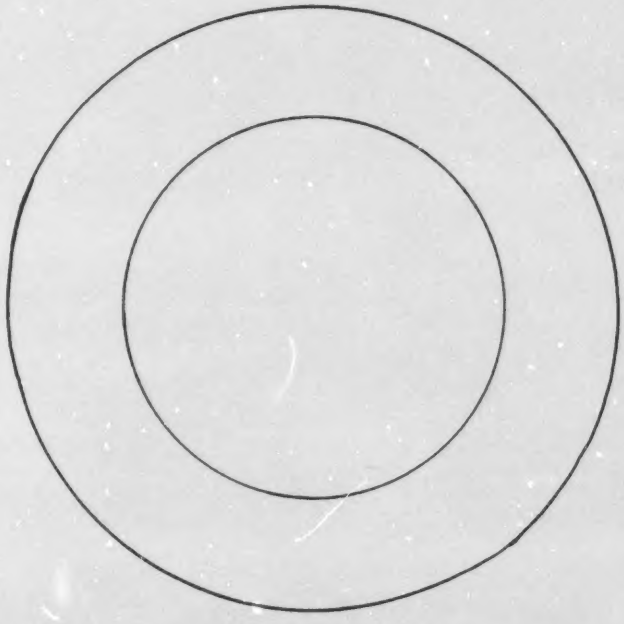
P.O. 0:06.02.01

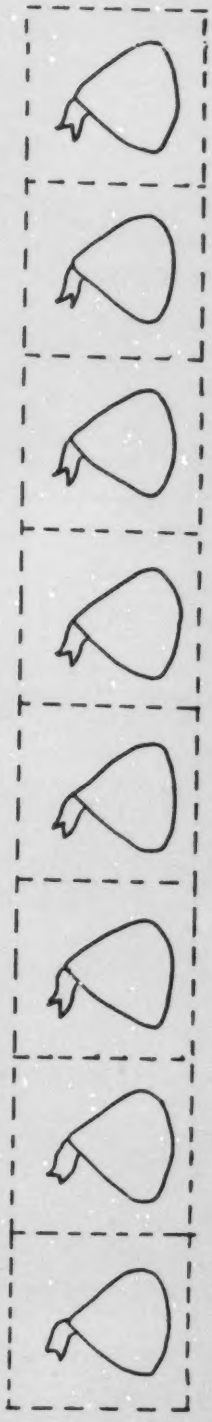
NAME: _____ CLASS: _____



Cut out the candy. Paste them on the plates so each plate has one-half of the candy.







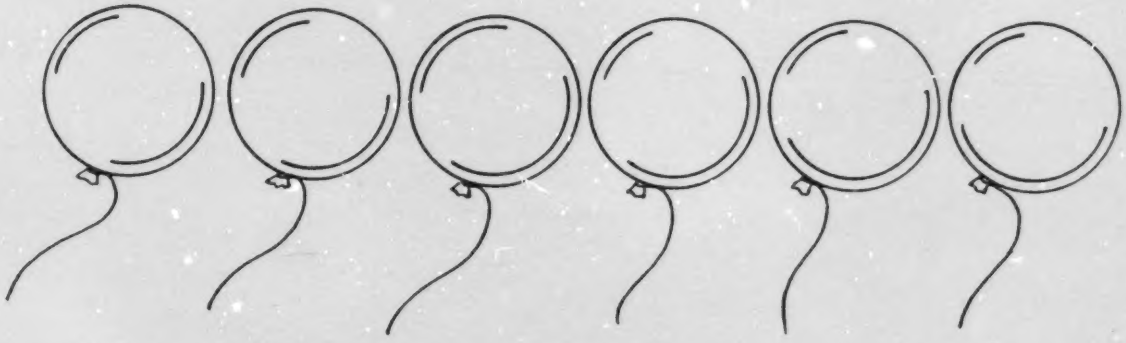
P.O. 0.06.02.02

NAME: _____ CLASS: _____

Read word problems to pupils.

1. Paul had four cupcakes. Ben came to play with him. He wanted to share the cupcakes. Show how he shared his cupcakes. Color Paul's share brown and Ben's share yellow.

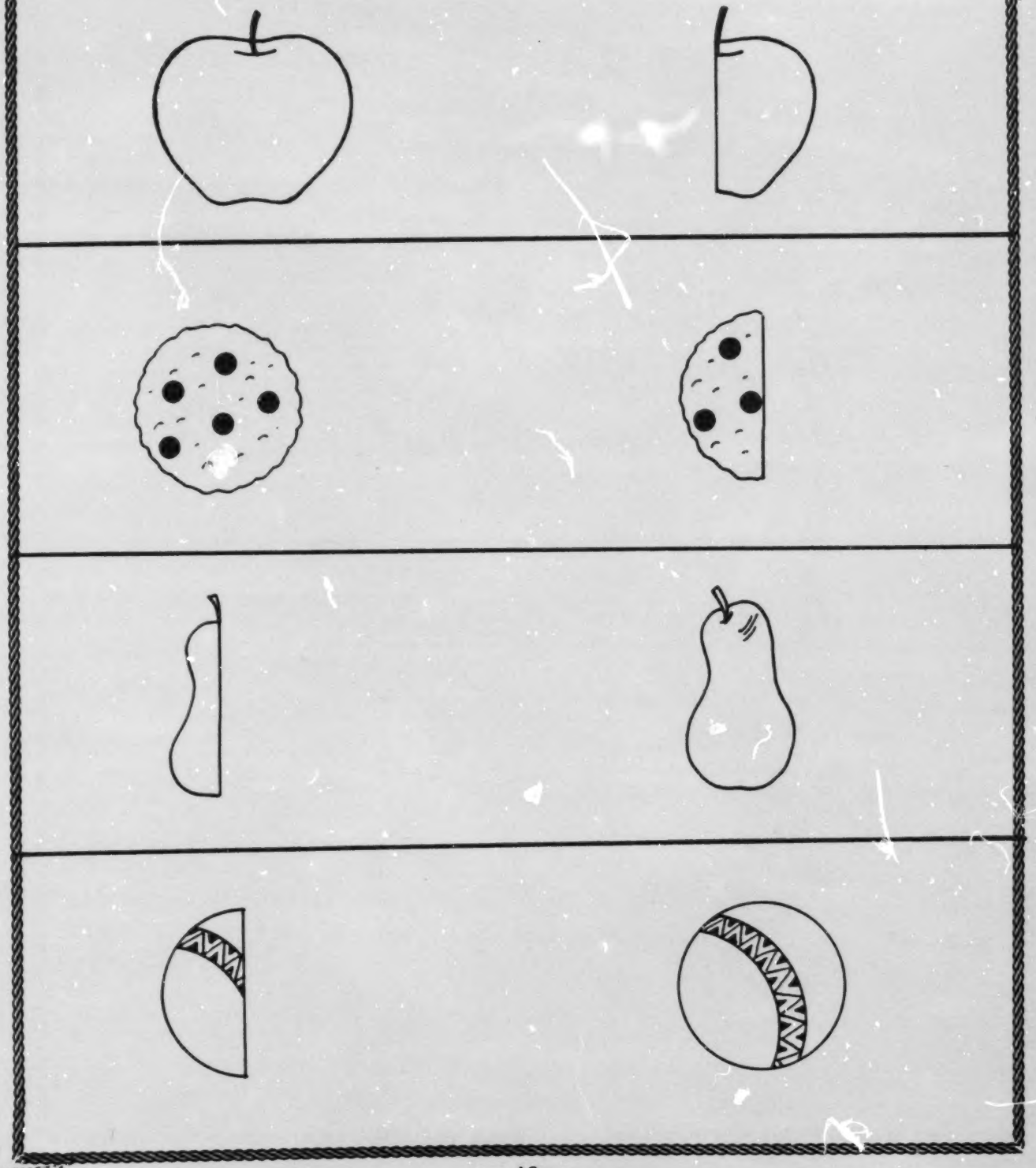
2. Jane's mother gave her 6 balloons to share with Nan.
Color the number of balloons Jane will get with a red crayon.
Color the number of balloons Nan will get with a green crayon.



P.O. 0.06.03.01

NAME: _____ CLASS: _____

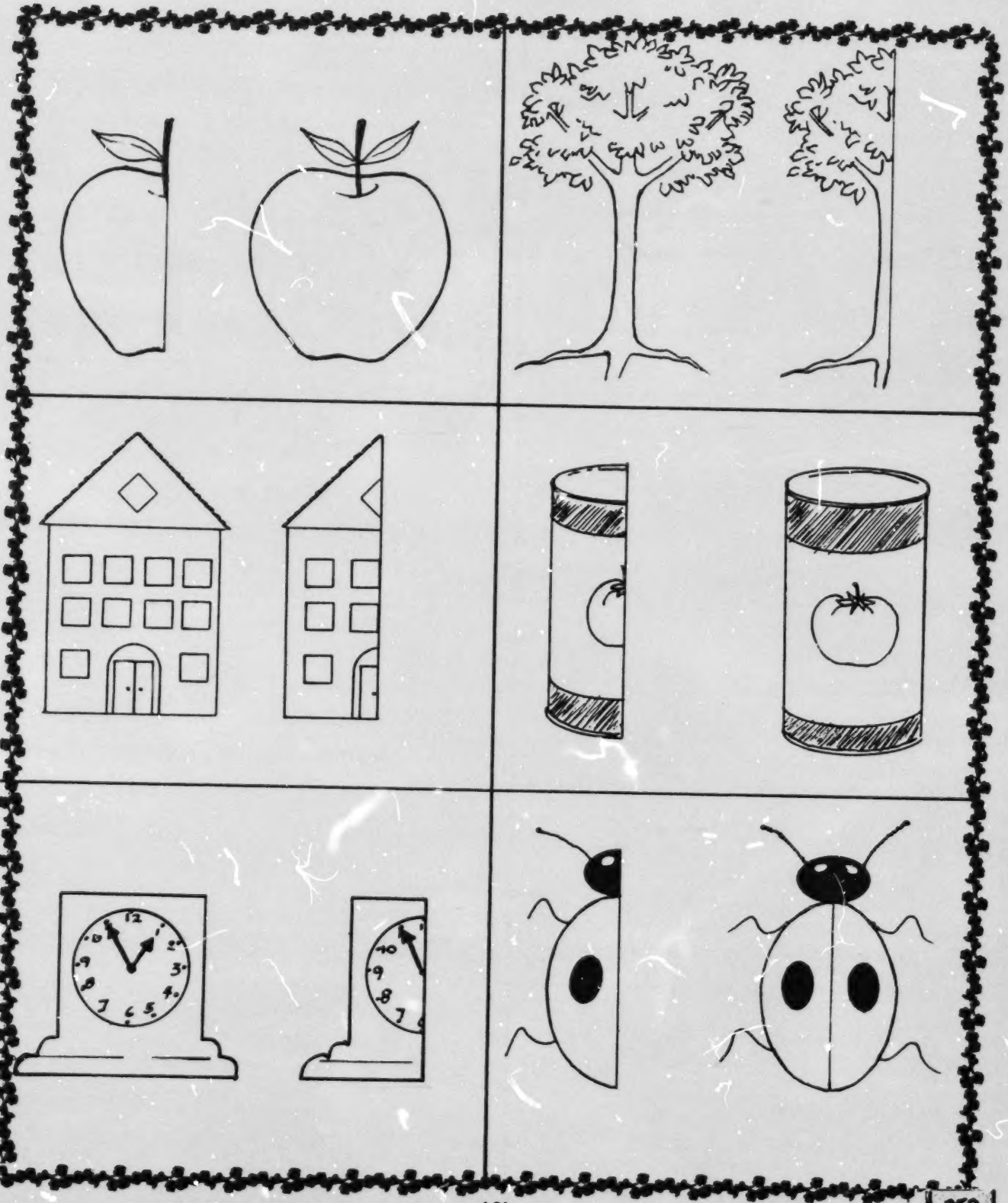
Circle the object which is greater.
Why is it greater?



P.O. 0.06.03.02

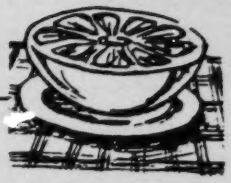
NAME: _____ CLASS: _____

In each box, place an X on the picture that is less than a whole.

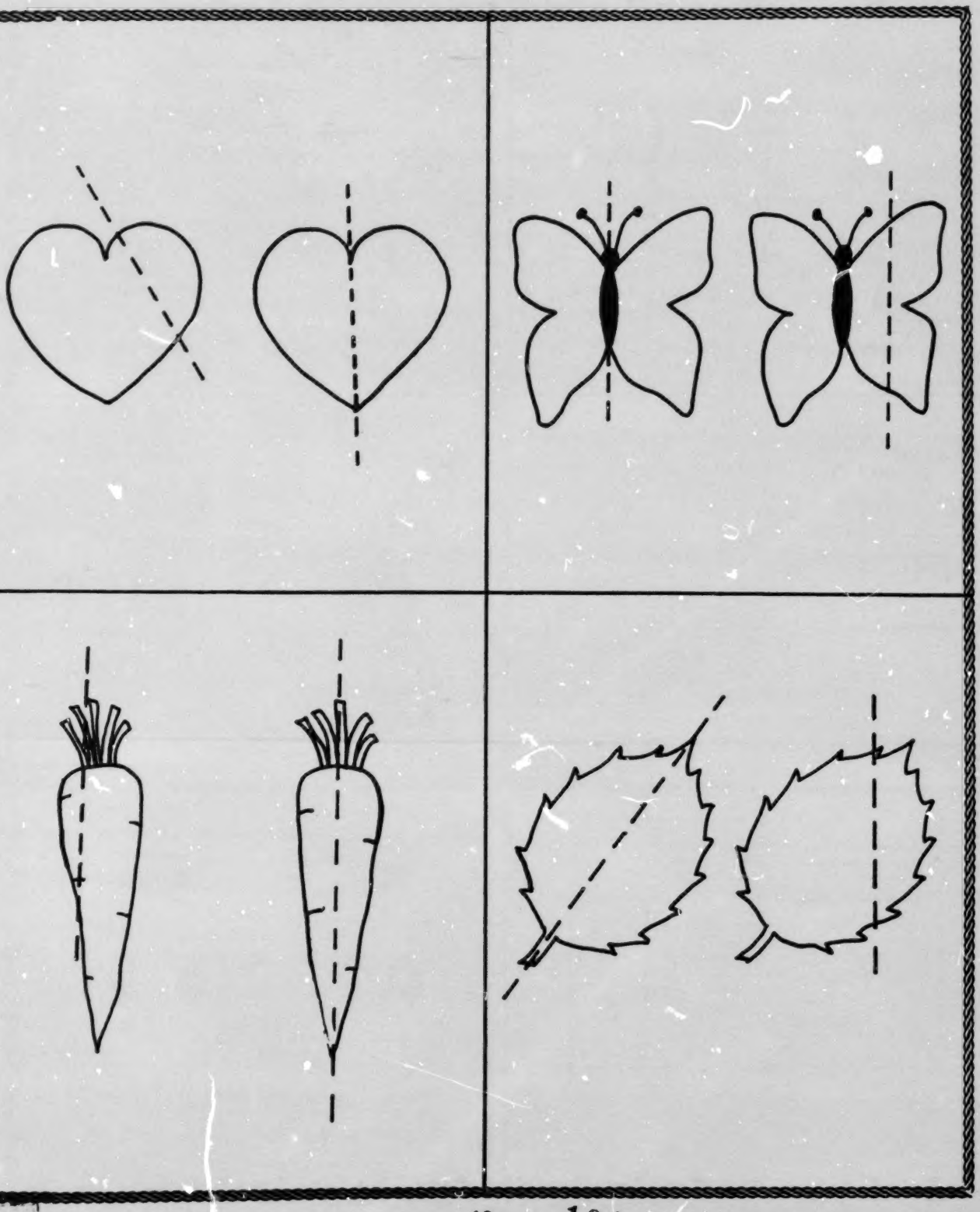


P.O. 0.06.04.01

NAME: _____ CLASS: _____



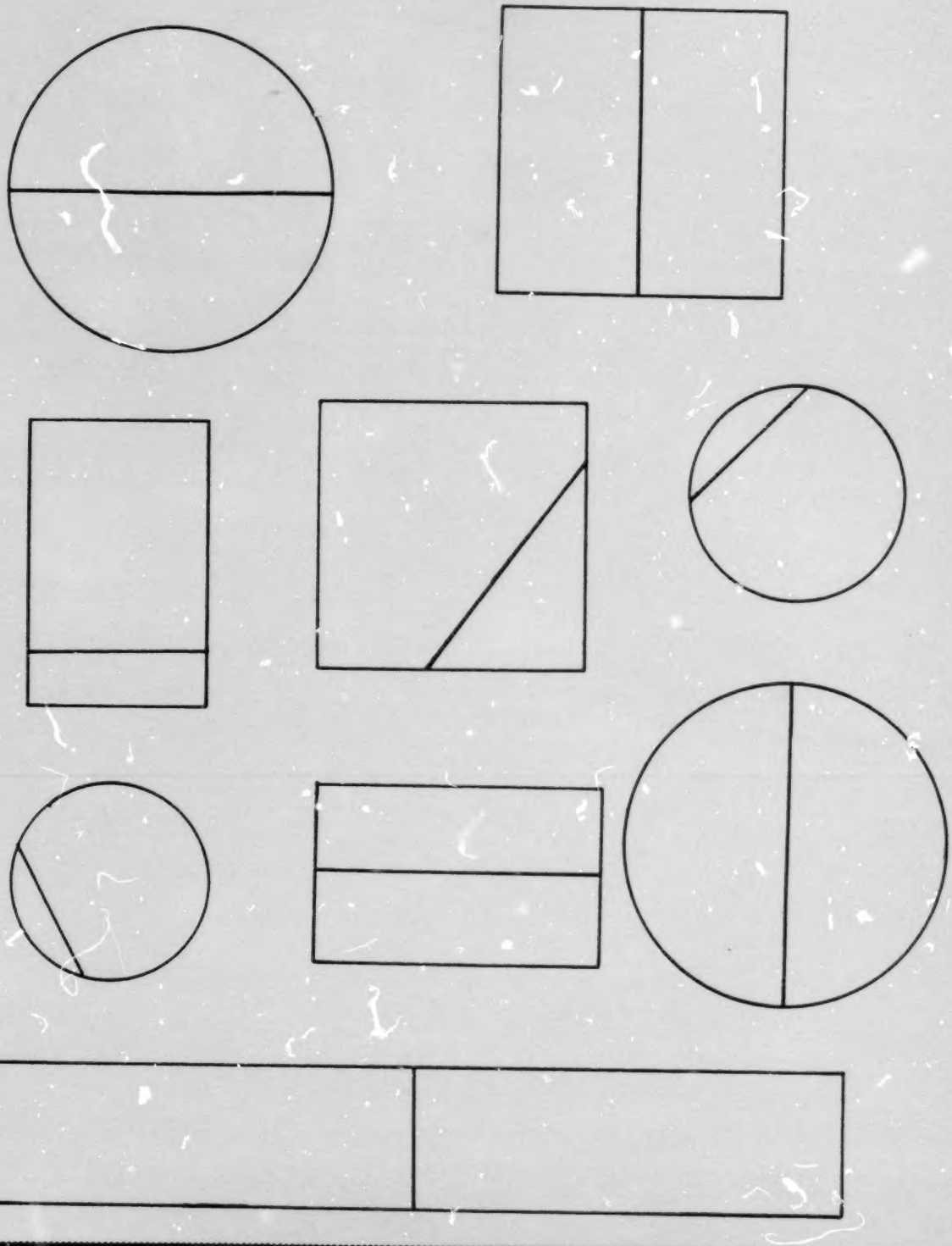
Circle the shapes which show two equal parts.
Color one-half of each of the shapes you circled.



P.O. 0.06.04.01

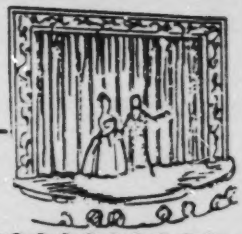
NAME: _____ CLASS: _____

Find the shapes which have 2 equal parts.
Color one half of those shapes.



P.O. 0.06.04.02

NAME: _____ CLASS: _____



Cut along the dotted lines.
Match the halves to make a whole picture.
Paste them together.

P.O. 0.06.04.02

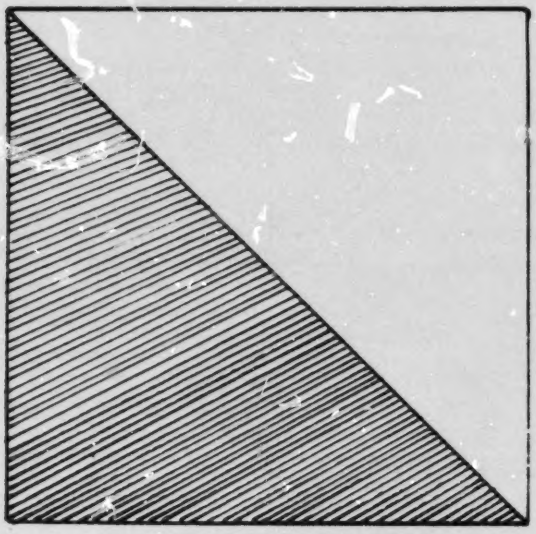
NAME: _____ CLASS: _____

Cut along the dotted lines.
Match the halves to make a whole picture.
Paste them together.

P.O. 0.06.04.03

NAME: _____ CLASS: _____

Divide each square into halves in different ways.
Color half of each square.



P.O. 0.06.04.04

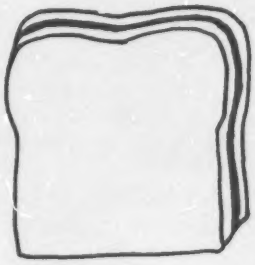
NAME: _____ CLASS: _____

Read word problems to students.

Mark wants to share his pizza equally with his friend. What must he do to the pizza? Do it with your crayon.

Two girls wish to share the cupcake. Use your crayon to show what they must do to the cupcake.

John is crying because he wants his sister to share her sandwich with him. Cut the sandwich so that he will receive an equal part.

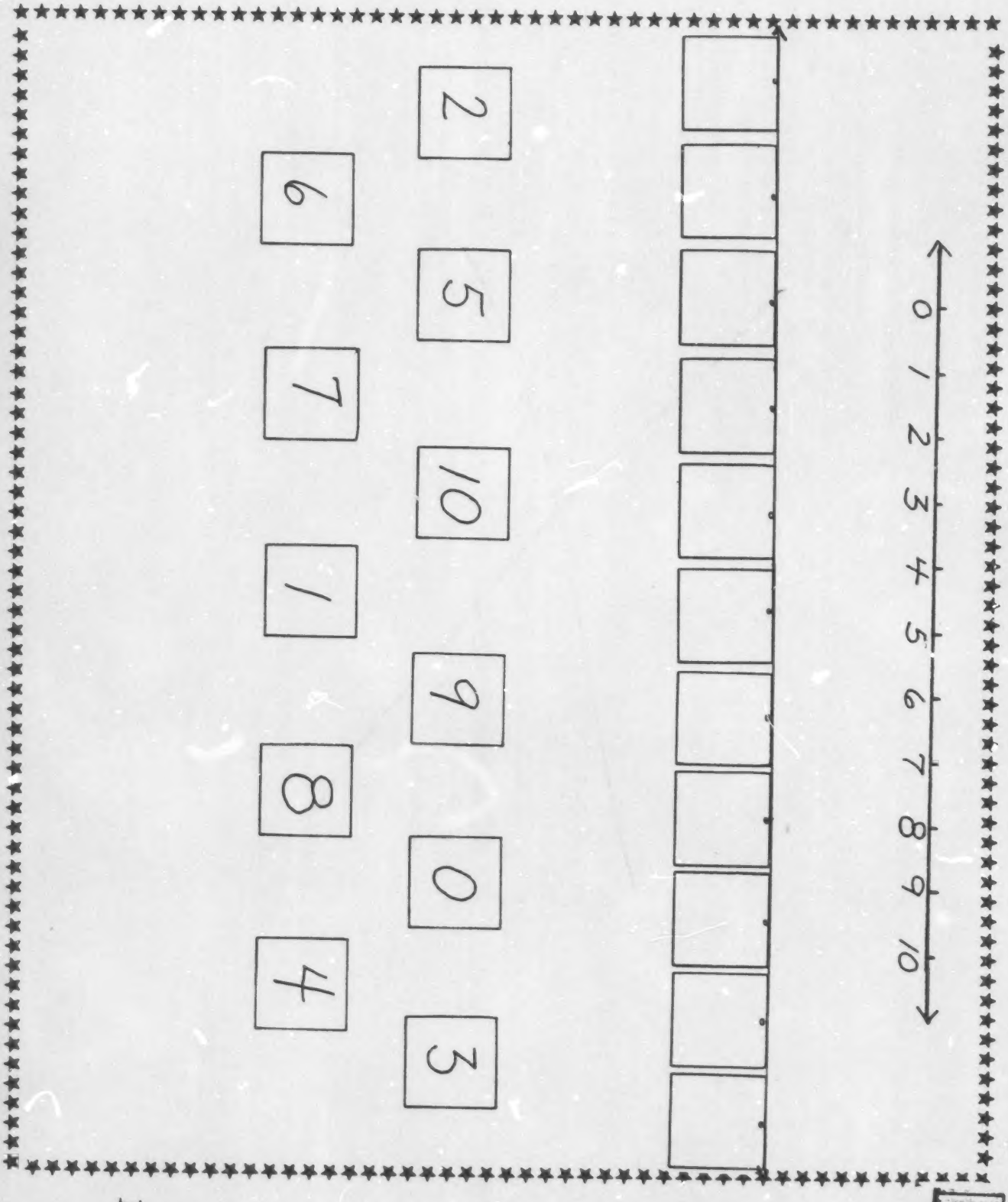


Alan does not have a snack today. Give him half of Steven's snack.

P.O. 0.01.16.01

NAME: _____ CLASS: _____

Cut out the boxes with the numerals.
Paste them on the number line in correct counting order.



269

111

P.O. 0.10.16.02

NAME: _____ CLASS: _____

Fill in the missing numerals as you count forward from 0 through 10.

0					

6					

- 50b -

271

272

P.O. 0.10.16.02

NAME: _____ CLASS: _____

Fill in the missing numerals as you count backward from 10 through 0

10					

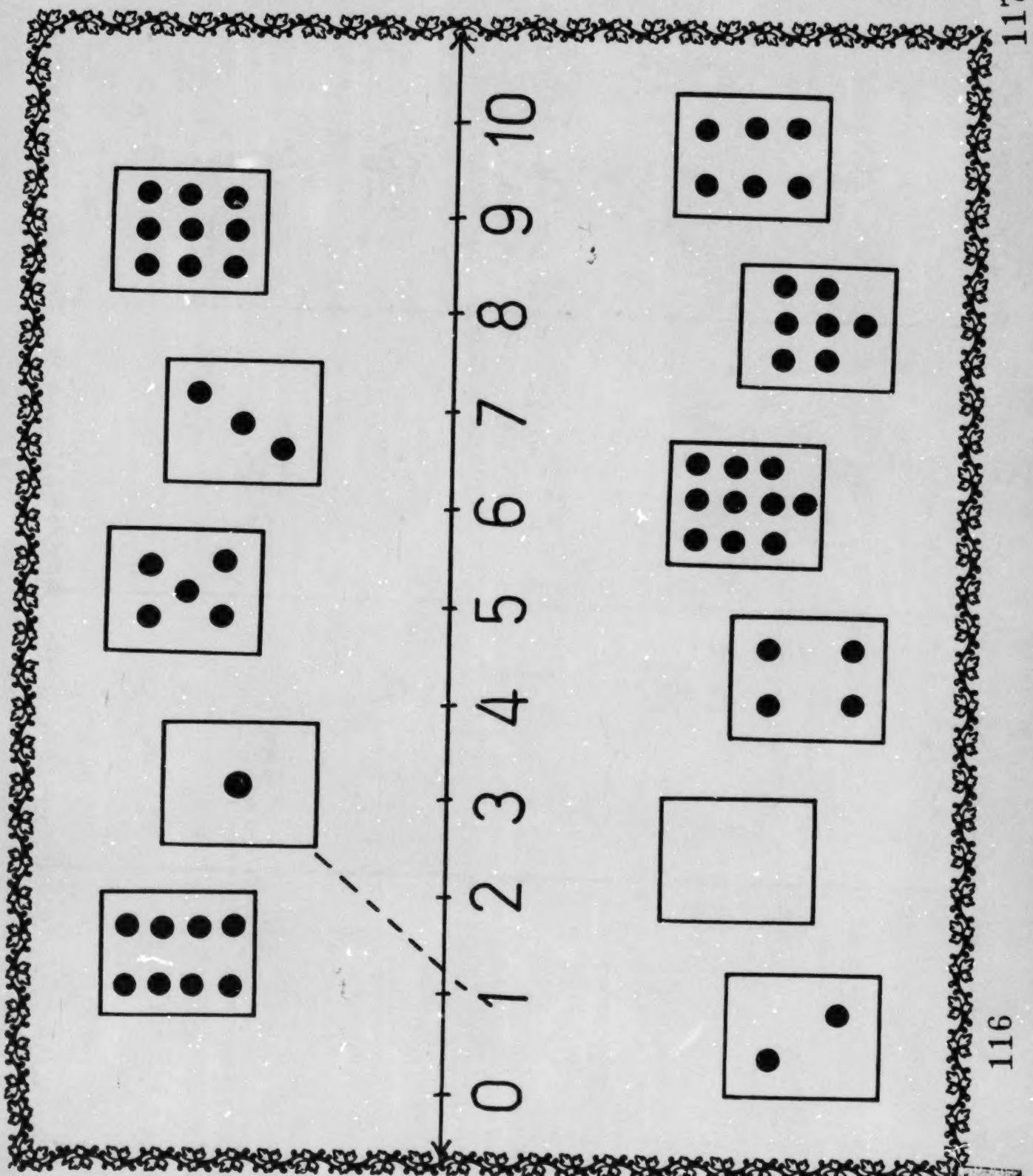
5					

- 50c -

P.O. 0.01.16.03

NAME: _____ CLASS: _____

Draw lines to match the dot cards with the numerals on the number line.



117

116

273

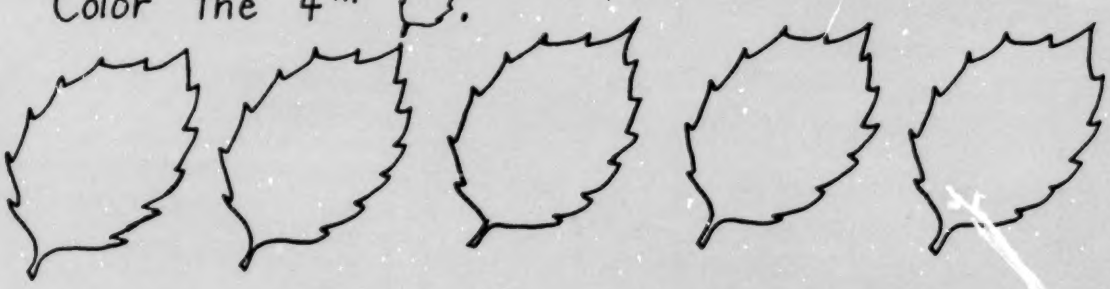
P.O. 0.01.17.01

NAME: _____ CLASS: _____

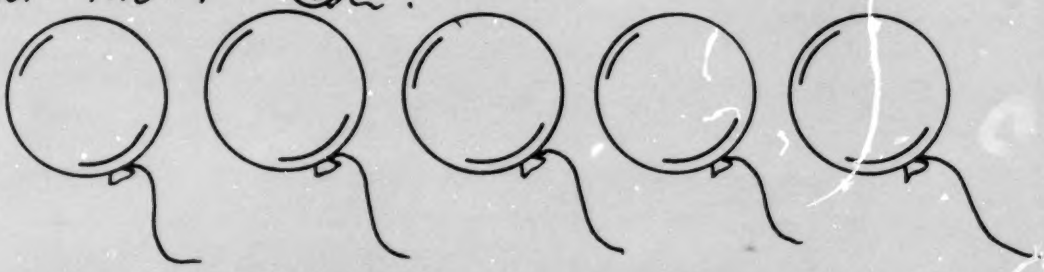
Color the 5th .

Color the 2nd .

Color the 4th .



Color the 1st .



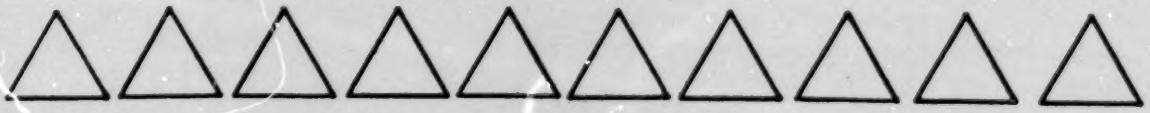
P.O. 0.01.17.01

NAME: _____ CLASS: _____

Color the 7th □.

Color the 10th ○.

Color the 8th △.

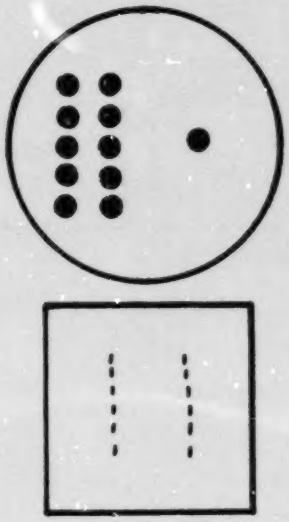


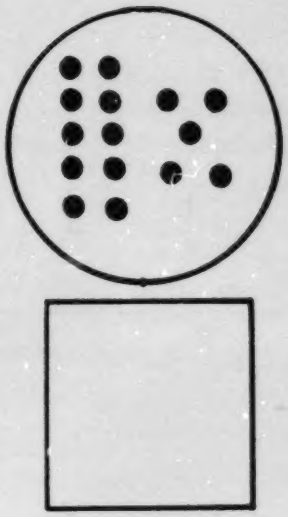
Color the 6th ▭.

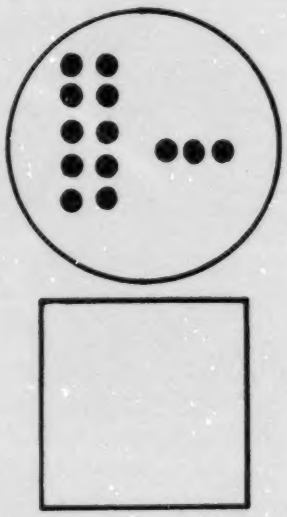
P.O. 0.01.18.01

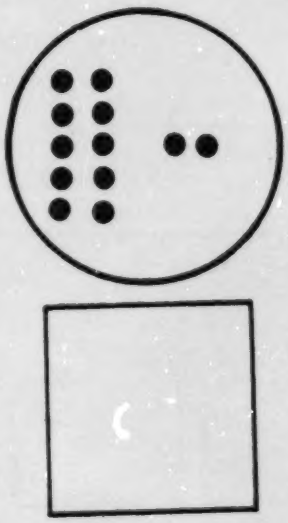
NAME:_____ CLASS:_____

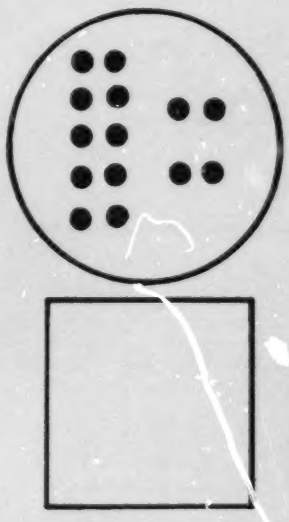
Count the beans on each plate.
Write the numeral which shows the number of beans in the box under each plate.







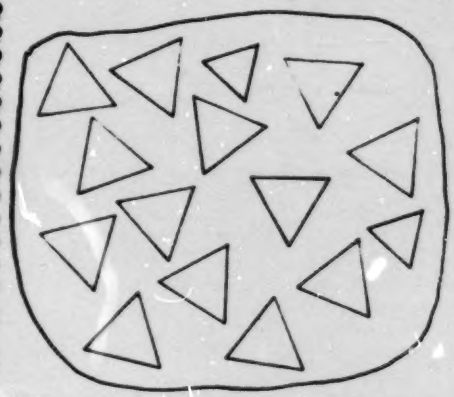


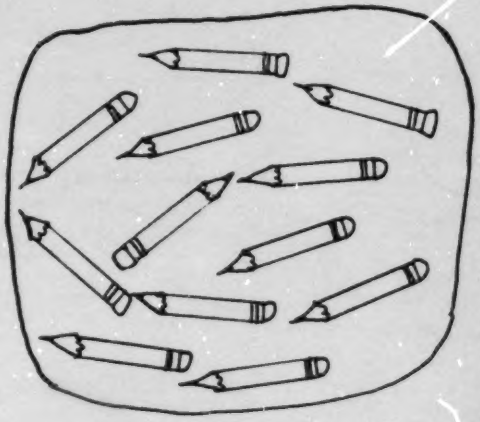


P.O. 0.01.18.01

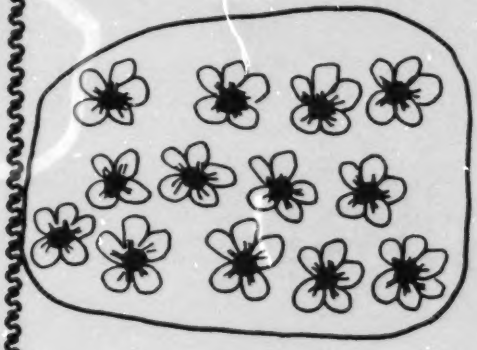
NAME: _____ CLASS: _____

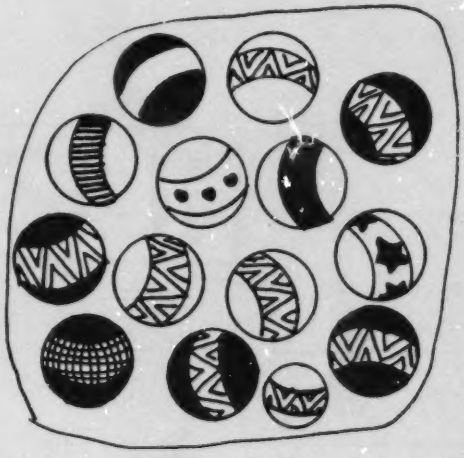
Draw lines to match the numeral to the correct group.





15

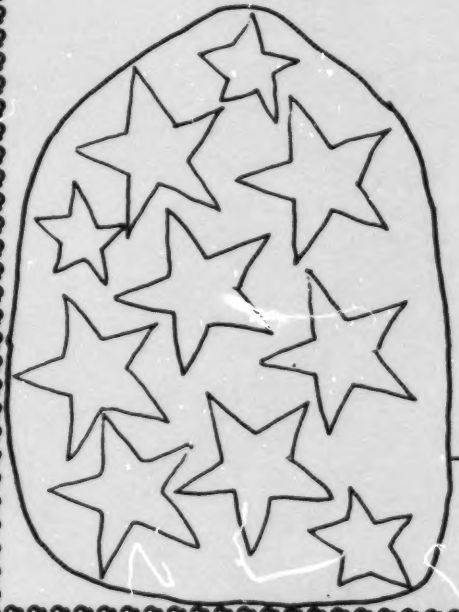


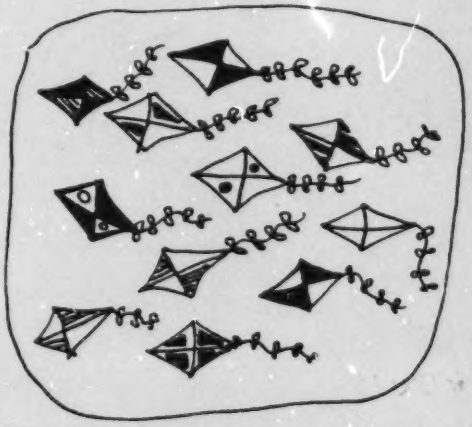


14

13

12



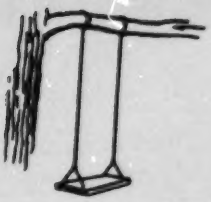


11

10

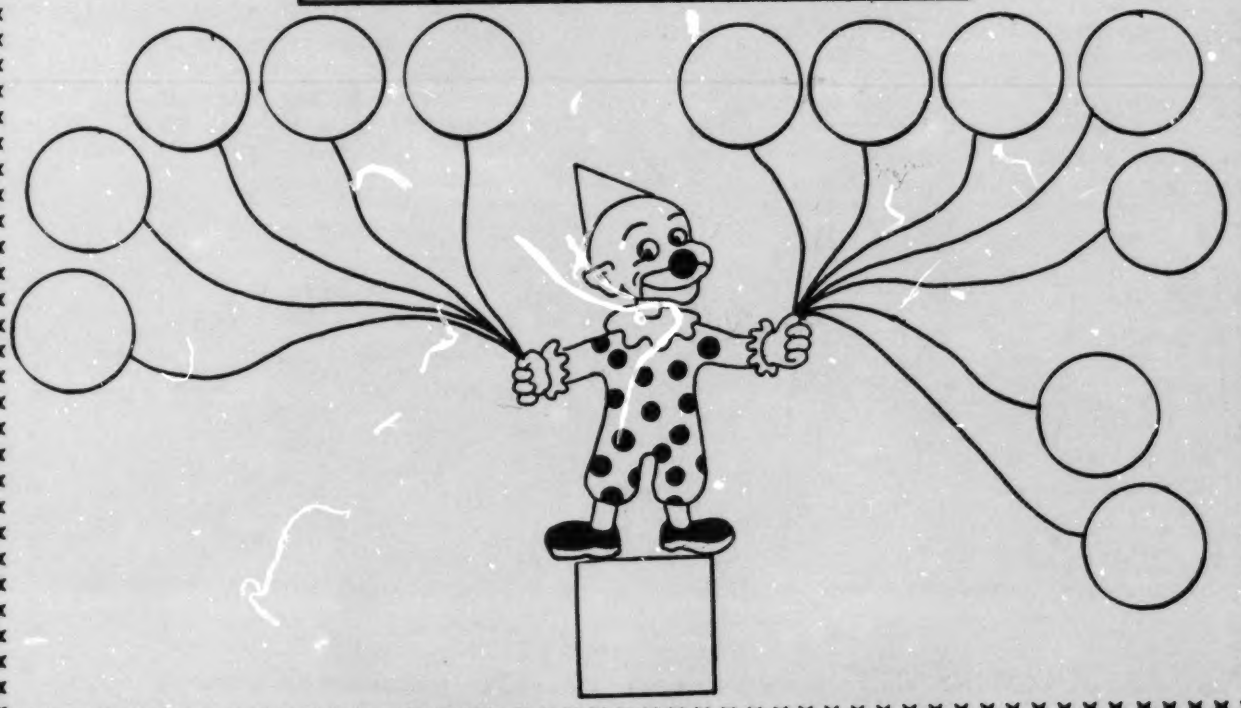
P.O. 0.01.18.02

NAME: _____ CLASS: _____



Count the balloons.
Write the numeral in the box under each clown.

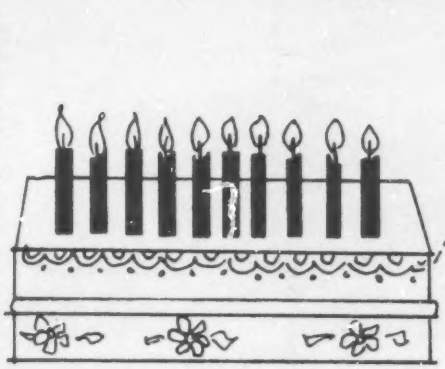
11	12	13	14	15



P.O. 0.01.18.03

NAME: _____ CLASS: _____

Happy Birthday!
Match the correct numeral to the candles on the cake.
Hint: 10 candles on each cake are shaded.



10

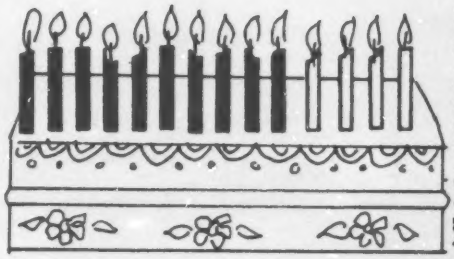
11

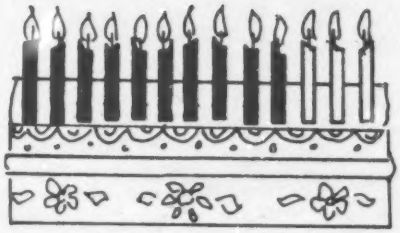
12

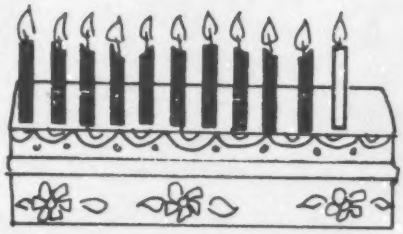
13

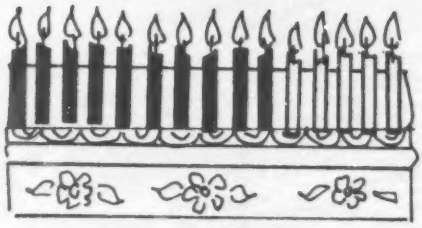
14

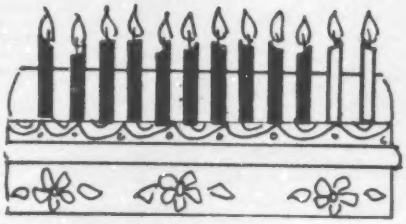
15





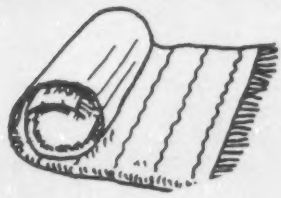




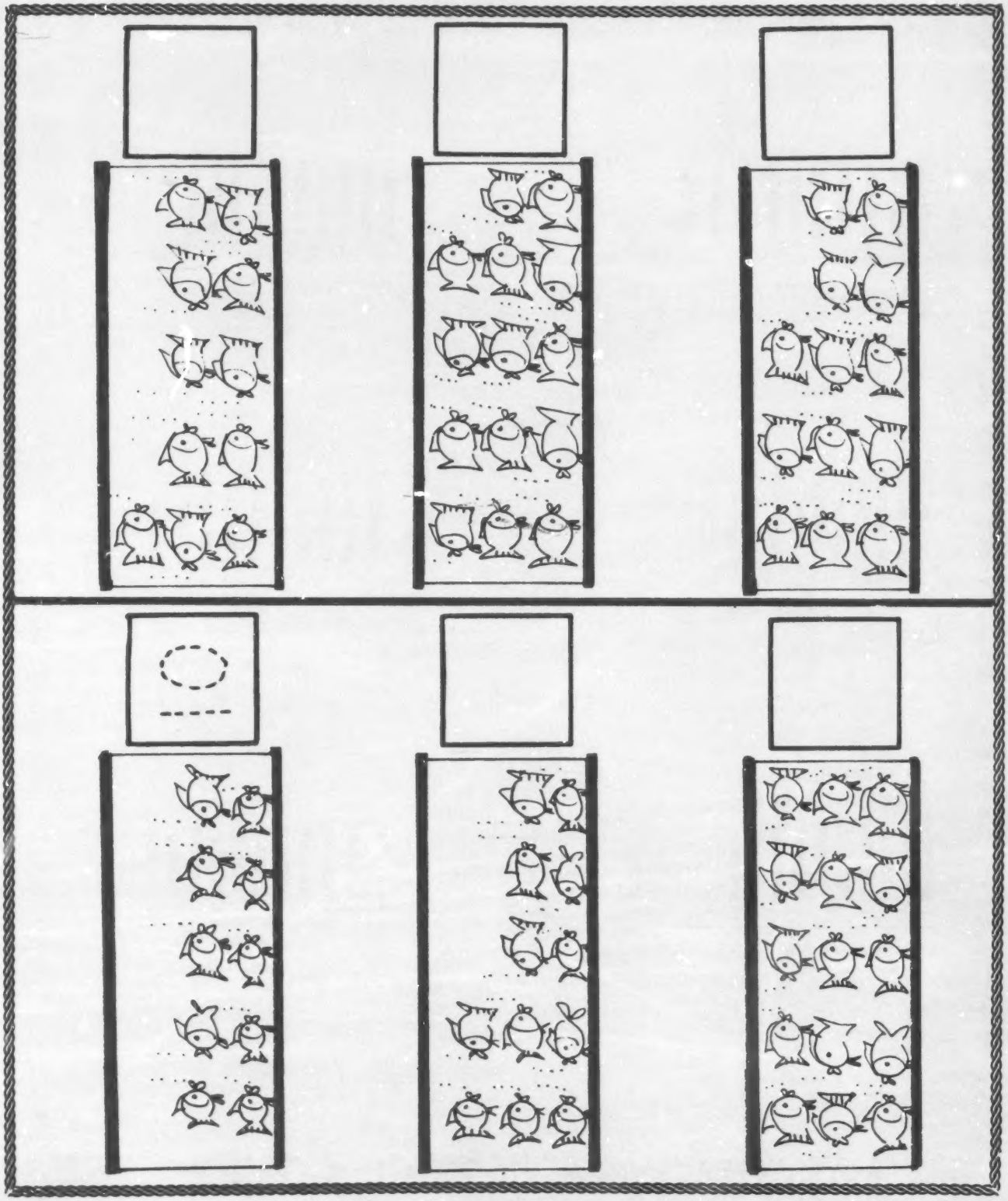


P.O. 0.01.18.03

NAME: _____ CLASS: _____



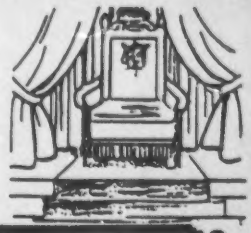
How many fish are in each tank?
Write the numerals in the box next to each tank.



P.O. 0.01.18.04

NAME: _____ CLASS: _____

Cut out each strip and connect them.
Cover a numeral with the hand box.
Ask your partner/neighbor, "What numeral is missing?"



0	1	2	3	4
Paste 4 on here.	5	6	7	8
Paste 8 on here.	9	10	11	12
Paste 12 on here.	13	14	15	

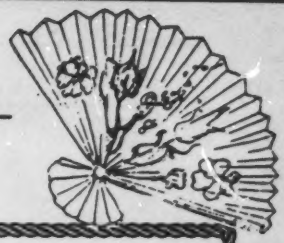
125

126

P.O. 0.10.13.01

NAME: _____ CLASS: _____

Place an X on all the quarters.



P.O. 0.10.13.02

NAME: _____ CLASS: _____

Place an X on all the half dollars.

P.O. 0.10.13.03

NAME:_____CLASS:_____

Place an X on all the quarters.
Draw a box around all the half dollars.
Color the dollars green.

P.O 0.02.07.01

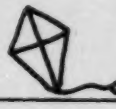
NAME: _____ CLASS: _____

Use the picture and word clues in each box to show the addition of four objects.

○ + ○○○○ = 5

Draw 1 ⊘ Draw 4 ⊘ How many in all?

___ + ___ = ___

Draw 2 Draw 4  How many in all?

___ + ___ = ___

Draw 3 ☺ Draw 4 ☺ How many in all?

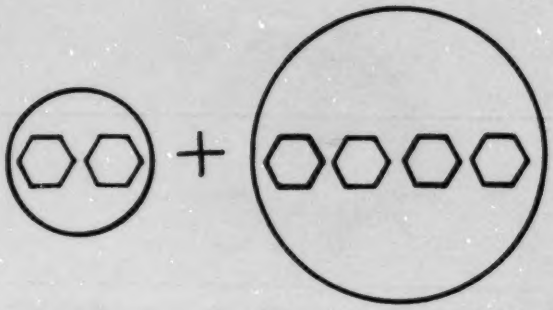
___ + ___ = ___

Draw 4 □ Draw 4 □ How many in all?

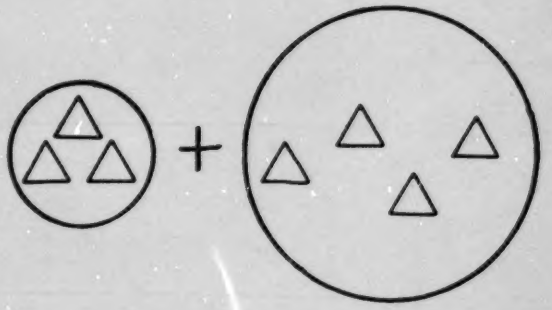
P.O. 0.02.07.01

NAME: _____ CLASS: _____

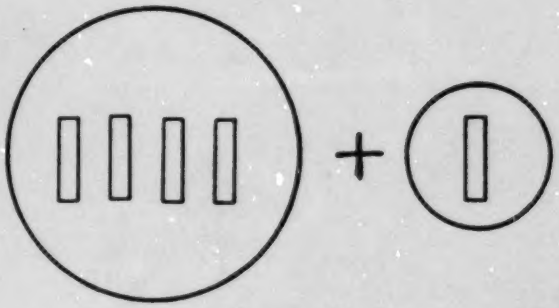
How many in all?
Circle the correct number.



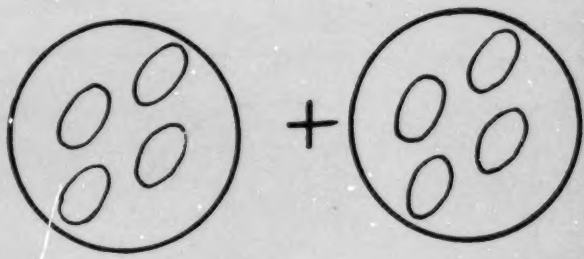
4 5 6



5 6 7



3 4 5

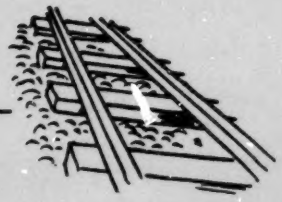


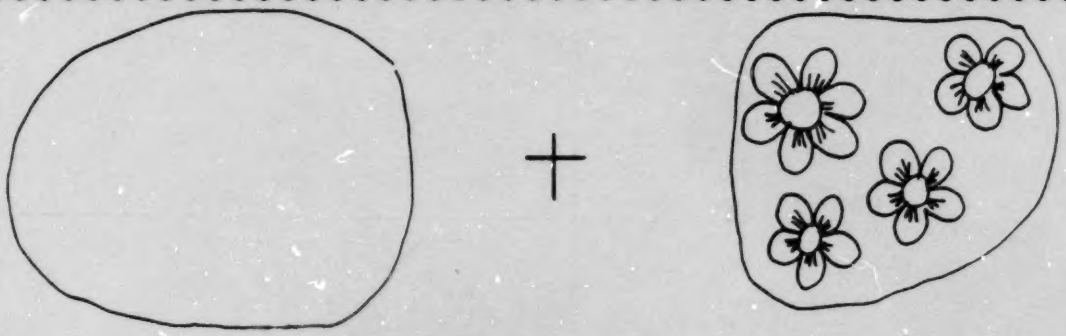
6 7 8

P.O. 0.02.07.02

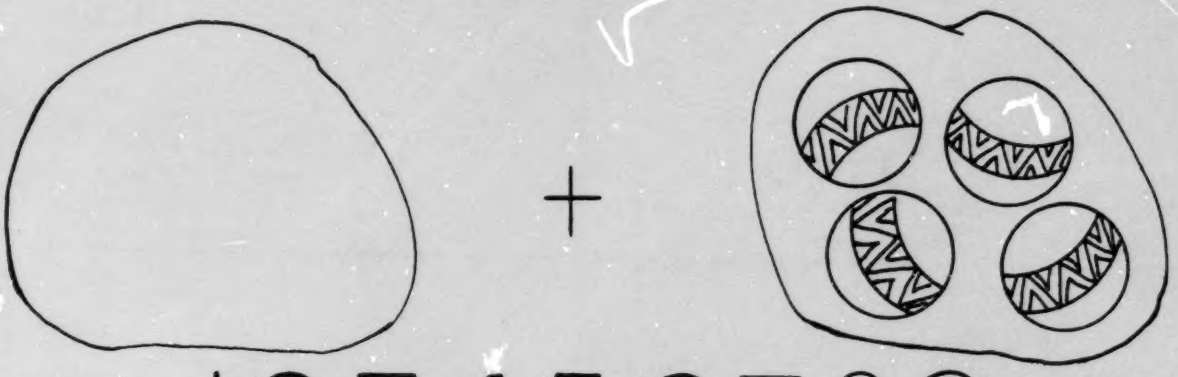
NAME: _____ CLASS: _____

How many in all?
Circle the correct number.

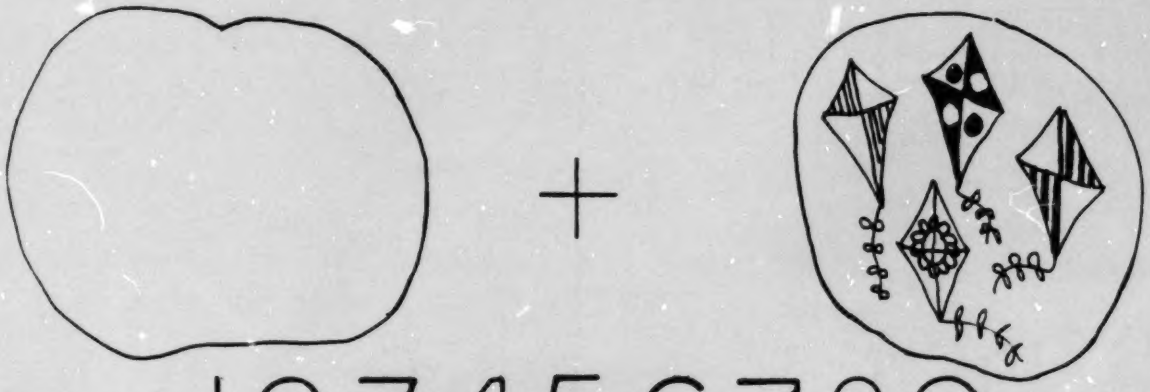




1 2 3 4 5 6 7 8 9



1 2 3 4 5 6 7 8 9



1 2 3 4 5 6 7 8 9

P.O. 0.02.07.03

NAME: _____ CLASS: _____

133 Add the groups of animals.
Circle the correct number.

285

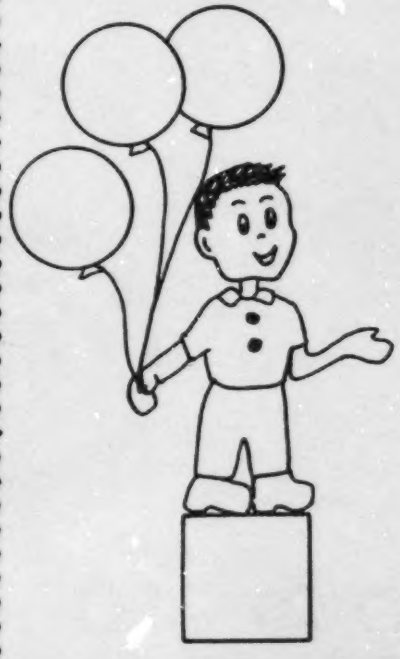
- 54d -

134

P.O. 0.02.08.01

NAME: _____ CLASS: _____

Add five balloons to each group by drawing them in each student's other hand.
Write the number of balloons you now have in the box under each student.



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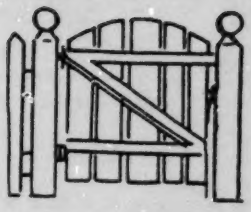
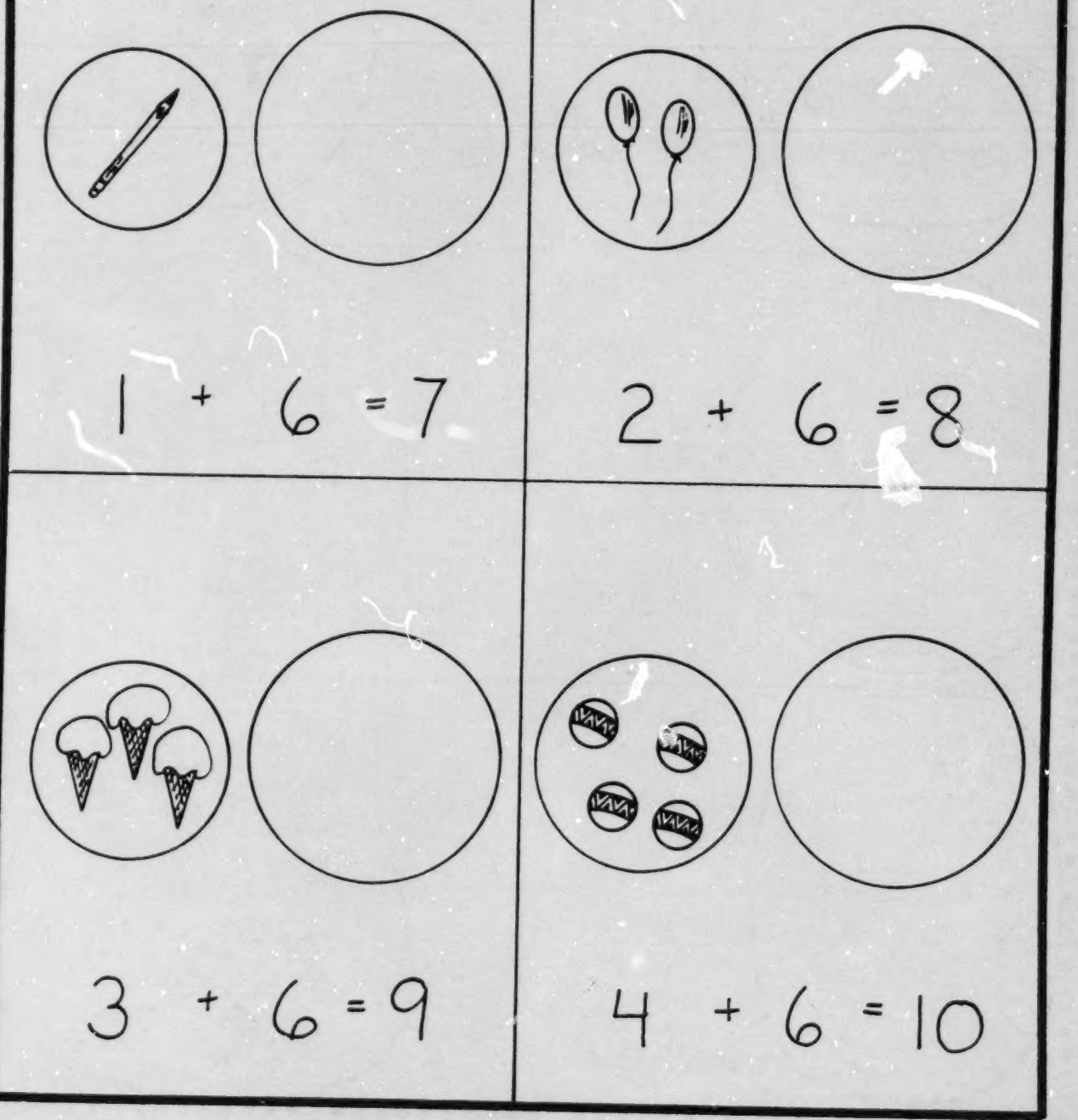
P.O. 0.02.08.02

NAME: _____ CLASS: _____

Draw six objects to complete each number sentence.

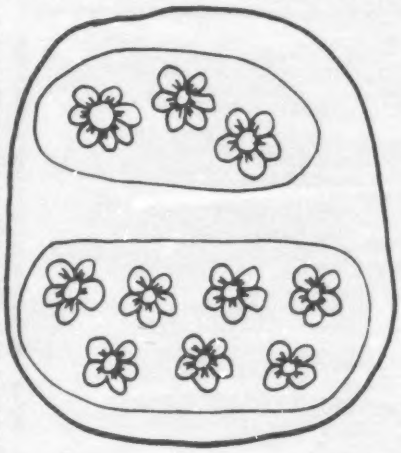




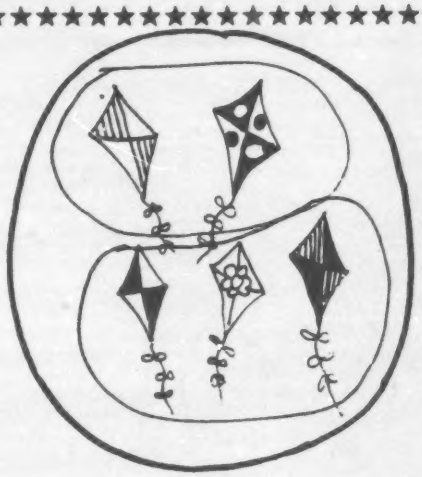
P.O. 0.02.08.03

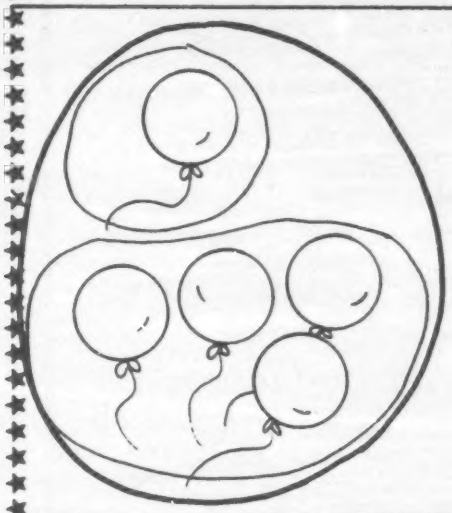
NAME: _____ CLASS: _____

Draw a line to match the pictures to the correct number sentences.

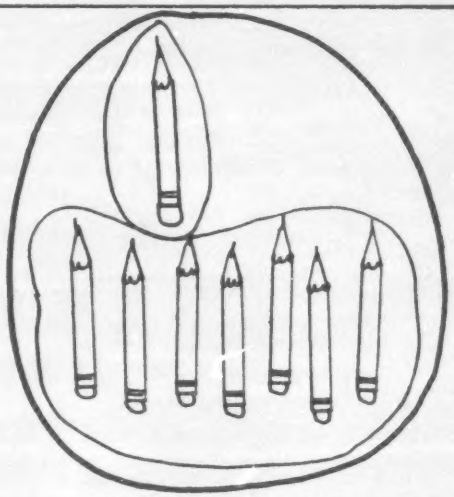


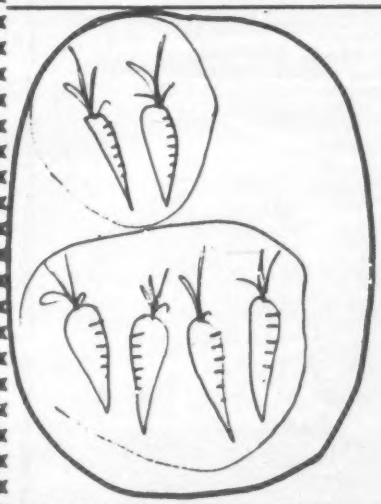
3 + 7 = 10



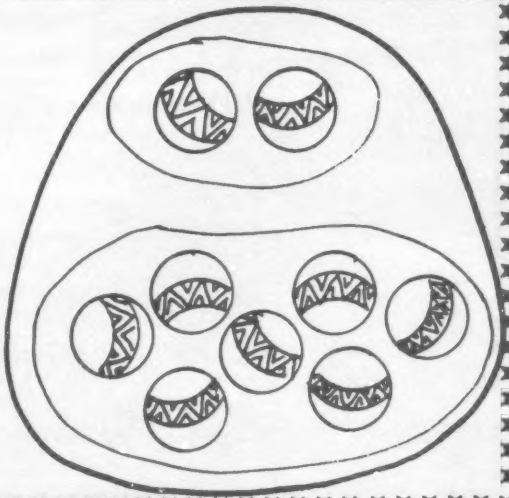


1 + 7 = 8





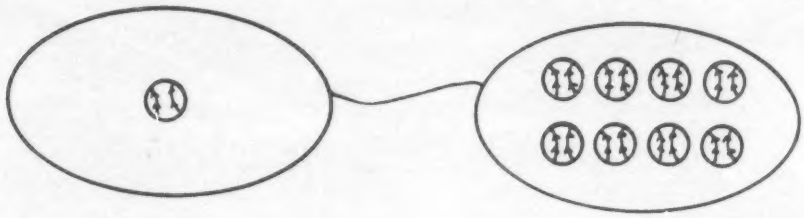
2 + 7 = 9



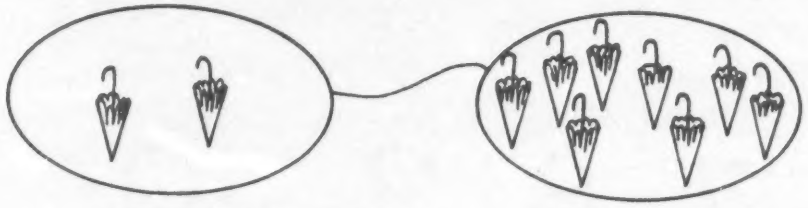
P.O. 0.02.08.04

NAME: _____ CLASS: _____

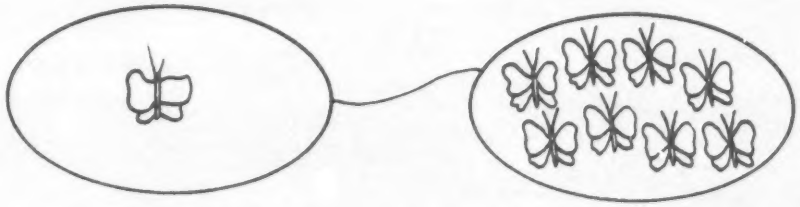
Circle the number that tells how many in all.



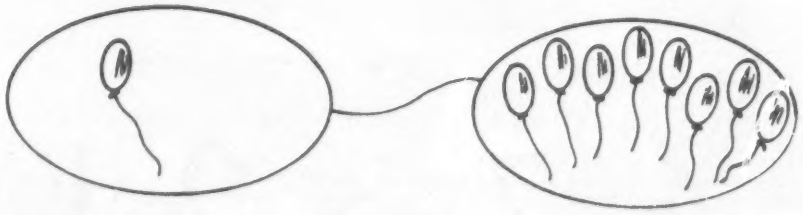
6 7 8 9 10



6 7 8 9 10



6 7 8 9 10

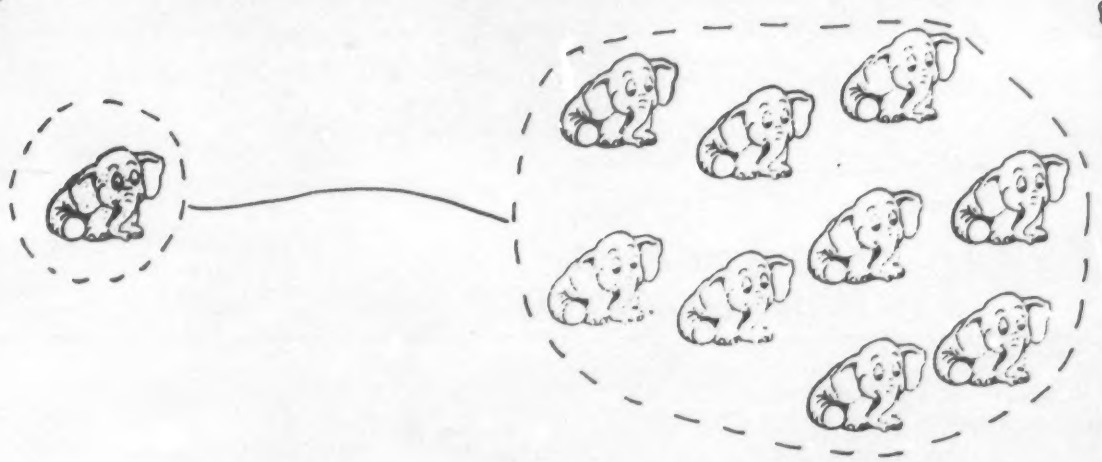


6 7 8 9 10

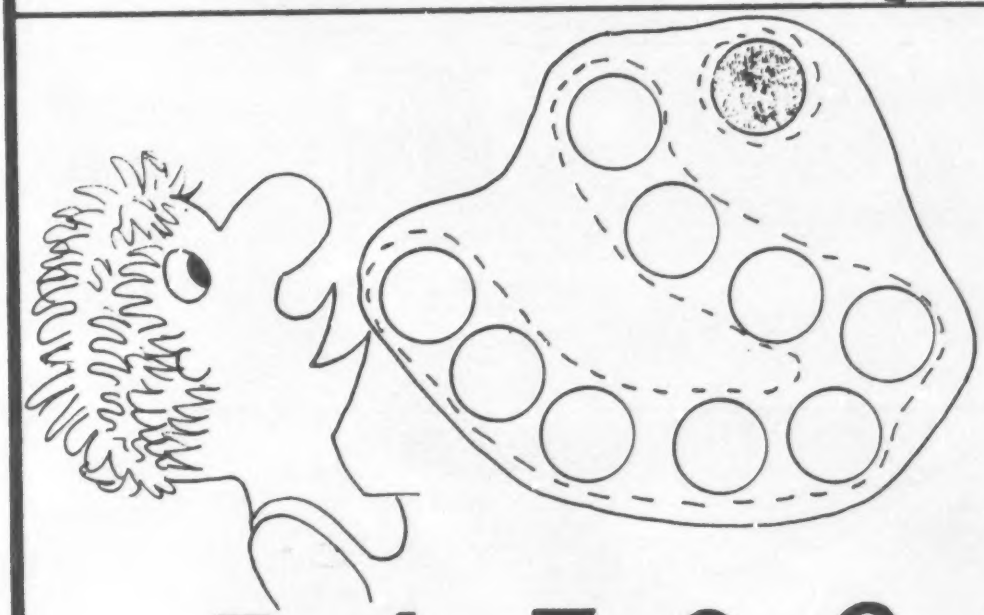
P.O. 0.02.08.05

NAME: _____ CLASS: _____

Circle the number that shows how many in all.



7 8 9 10

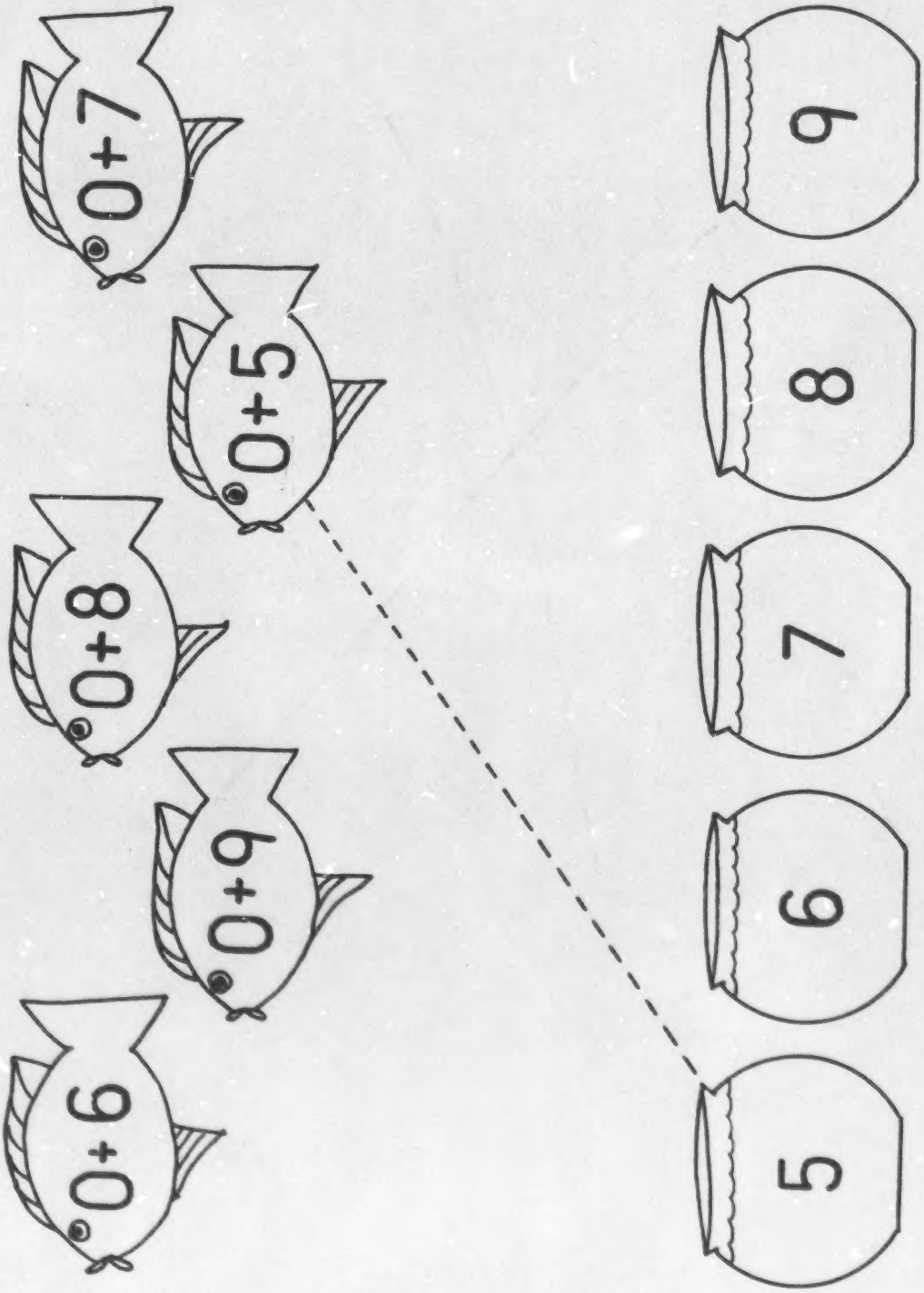


5 6 7 8 9 10

P.O. 0.02.08.06

NAME: _____ CLASS: _____

Draw a line from the fish to the bowl where it belongs.



141

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